# Mathematics Curriculum

## Teacher's Guide

## Level: Prep

### Term: IV

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# NOTE TO TEACHERS

1. Give thorough and detailed explanation of what is required to be done.
2. Use plenty of countless, buttons, bottle tops, flash cards and teacher made material.
3. House hold items such as empty boxes, tins and bottles can be used to reinforce concepts.
4. Encourage a child to think for himself or herself.
5. Show interest and involvement in each child's work.
6. Children gain pleasure and satisfaction from mathematical exercises or activities and this is enhanced when they share experiences with their peers.
7. Always introduce a new concept orally, first in group lessons through a prescribed exercise, flash cards, real objects charts, teacher made material.
8. Avoid giving the whole class workbooks to write in at the same time. Work with a group of children which will be easier to monitor while rest of the class can be involved in working with related teacher made material. Later switch the groups.
9. An organized teacher will have pre-appoint group leaders who will distribute sharpened lead pencils and a variety of sharpened coloured pencils on each table.
10. Always explain to the children in the group what is expected of them after the oral lessons and before and handing over the workbooks.
11. Detailed objectives will be explained once before the introduction of any new concept.
12. Always spend five minutes in oral drills of counting, backward counting, spelling of shapes and numbers.
13. Groups will introduce rotated.
14. To make Maths more interesting related topics and concepts with poems and sing them before introduction and after completion of work.

## Formation of Groups

- Groups can be formed in many ways. Do make it a point to keep changing your technique as it will bring a newness to the activity and will also act as a tool for the social development of the children.
- Count randomly 1, 2, 3 ... to as many groups as you need. Mostly the number of groups mentioned here in the lesson plans is 2 or maximum 3. Place all the 1's together, 2's together and so on.
- You can also make gender groups of boys and girls if the numbers are equal.

## Resource Material:

- Resource material should be laminated with plastic sheet.
- It should be properly placed in the class within the reach of children.
- All material should be properly labeled.

## Displays:

- Create activity corner in the class.
- Charts should be placed at eye level.
- All the displays should be written in given writing formation
- Use one square for one number. Numbers should touch the bottom line of the square and they should be in the square box.

| 1 | 2 |
|---|---|
| 1 | 3 |

- Always use colour code for units and tens.i.e. green U (units) blue T (tens) red H (hundreds).

## 1. Number Line:

- Give the number line concept through different activities
- Draw a line on the floor with chalk and write numbers on it and ask children to stand or jump on the number which the teacher will call.
- Give each child a chance to move backward and forward on the number line in sequence.
- By drawing a number line on the black board.
- Say number in sequence in group.
- Show the flash cards of numbers randomly and ask numbers to the children.
- Tell them numbers till 9 are unit and we use U for unit and its colours code is green, from 10 to 99 are tens and we use T for tens and its colours code is blue, colours code of H is red.

## 2. Shapes:

- Introduction of shape will be done through real objects, flash card of written spelling of shape and its spelling. A corner of that specific shape will be created in the class. Learn the spelling in group.

- Related art activities will be done e.g. clay modeling of the introduced shapes.
- Crescent, pentagon – 5 sides, hexagon – 6 sides, quarter foil – flower shape. (These can be introduced as an extension in the farm of recognition and not written work.)

## 3. Number in words:

As children can recognize numbers symbols (1, 2, 3, ...... ) and have the concept of quantity 50 first of all show the flash card of number in figure and word, display it near the board. Learn the spelling in group.

## 4. Concepts:

- Before giving any concept, do an activity e.g. if we are giving concept of big and small, show a big object and a small object and tell then which is big and which is small. Make a bag containing different big and small things. Give each child a chance to pick out one object and tell weather it is big or small.
- They can make pairs of those things e.g. big ball, small bag, big car, small car etc.

## 5. What comes before/after/between (missing numbers):

- Hand flash cards with pegs on a string in the class in a sequence up till required number but in the beginning take numbers from 1 – 10
- Ask the children to say numbers in sequence, then in backward sequence.
- Then ask them to see and tell which number comes after 7, which number comes before 8 or which number comes in between 8 and 10 etc.
- You can utilize this activity to ask missing numbers too. Make another strip for this purpose and leave blanks on it.

## 6. Fraction:

Explain the concept with real objects or things e.g. take an apple. Tell them this is a whole apple. Now cut it into two half equal pieces and show them one half and say this is half. Two halves make one whole. Then cut the half into two pieces and tell them this a quarter. Two quarters make one half and four quarters make a whole.

You can make chart paper cut outs of whole, half, quarter of circle, square etc.

## 7. Backward counting:

- Draw number lines on the floor and write numbers up till 10 (in the beginning.) Ask a child to stand on 10 and then move back and say numbers like 10, 9, 8, 7, 6, 5, 4, 3, 2 & 1. All the children will do this activity.
- Rhyme of backward counting should be suing after this activity i.e. Ten green bottles ….

## 8. Sets:

- Give introduction through classifying things or objects of one type in set e.g. set of pencils, set of rubbers.
- Give them different things e.g. cars, busses, keys, vans and ask them to place the case thing in one place i.e. cars in one group, vans in another, keys in third group and busses in fourth group. Then tell them these are different sets of things.
- Make set of boys and girls.

## 9. Addition:

Make a set of boys and girls separately and tell them a set of boys and a set of girls. Then say both sets together. Do this activity of sets with other items e.g. a set of red pencils and a set of yellow pencils. Count then separately and then put them together (use the term put them together) and ask them how may altogether.

## 10. Teen and Ty Numbers:

Teen numbers are those which have sound in the end teen i.e. 13, 14, 15, 16, 17, 18 and 19. Here show them 1 ten (bar) and 3 units (3 loose beads) make 13, 1 ten (bar) and 4 units (4 loose beads) make 14 and so on.
Ty numbers are those which have sound in the end Ty i.e. 20, 30, 40, 50, 60, 70, 80 and 90. Here show them bar material 2 tens make 20, 3 tens 30 and so on.

This exercise is particularly helpful for children while learning sequential numbers and also in enforcing quantity with symbol. Children of this age group respond particularly well to this exercise and find it easy to move from concrete to abstract.

## 11. Subtraction:

- Give examples from class room environment e.g. take away one chair from a table of 4 chairs. How many left? Another example is of bottle caps give 10 bottle caps to a child and ask him to give 4 to another child and now ask how many bottle caps are left with you.
- Do the same with buttons, beads or any other real things.
- Display the flash cards containing these words subtraction, take away, less, more, how many left and the symbol of subtraction within the environment for easy access and sight reading of children.

## 12. Unit/Ten/Hundred:

Show them loose beads and tell them these are units and units are up till 9, then show them 1 bar of 10 and tell them it is one ten. Explain that ten bars or tens make one hundred. Here explain them the colours code of u it i.e. green, ten is blue, and for hundred is red.

## 13. Currency Note:

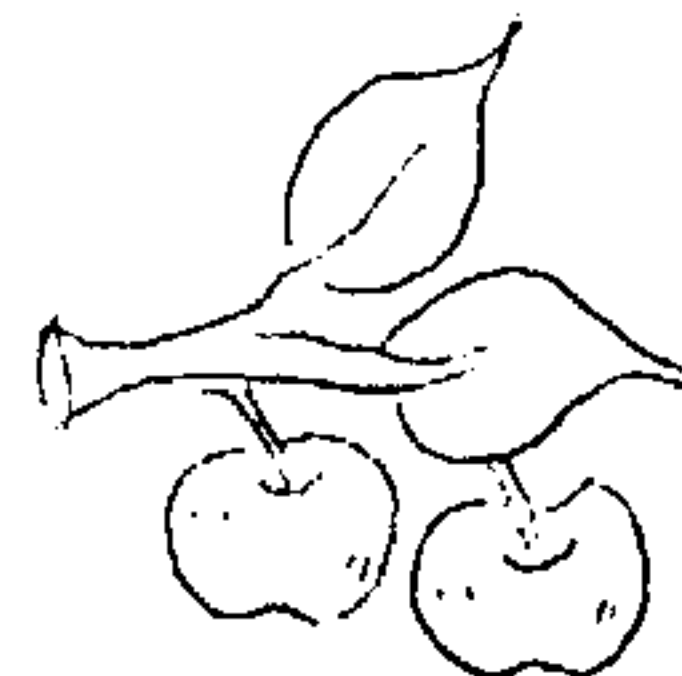
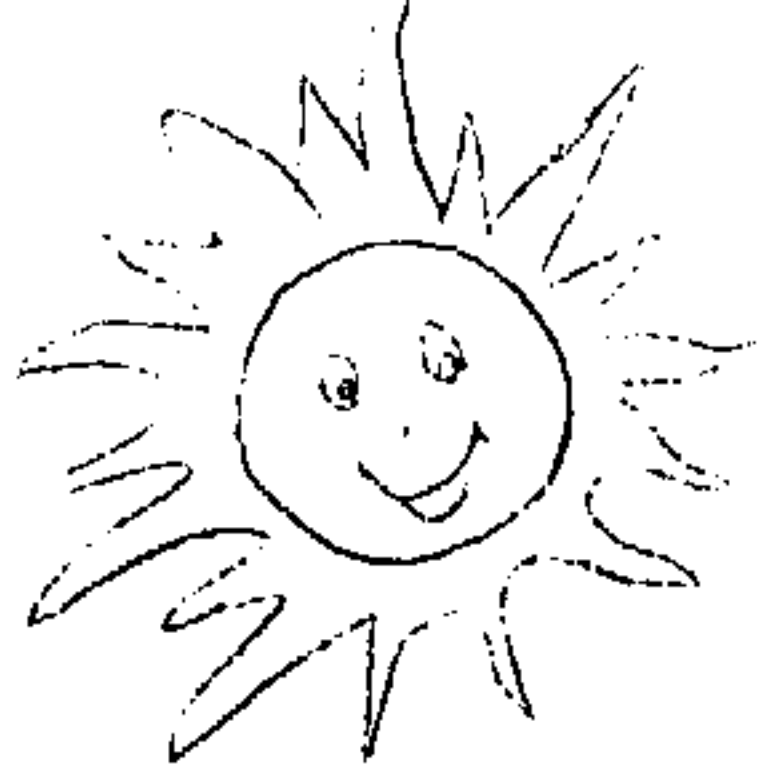
Show them real notes and then give them photocopies of those notes for colouring. Also display the coloured copy of notes in the class. Do shopping activity to clarify the value and concept of money.

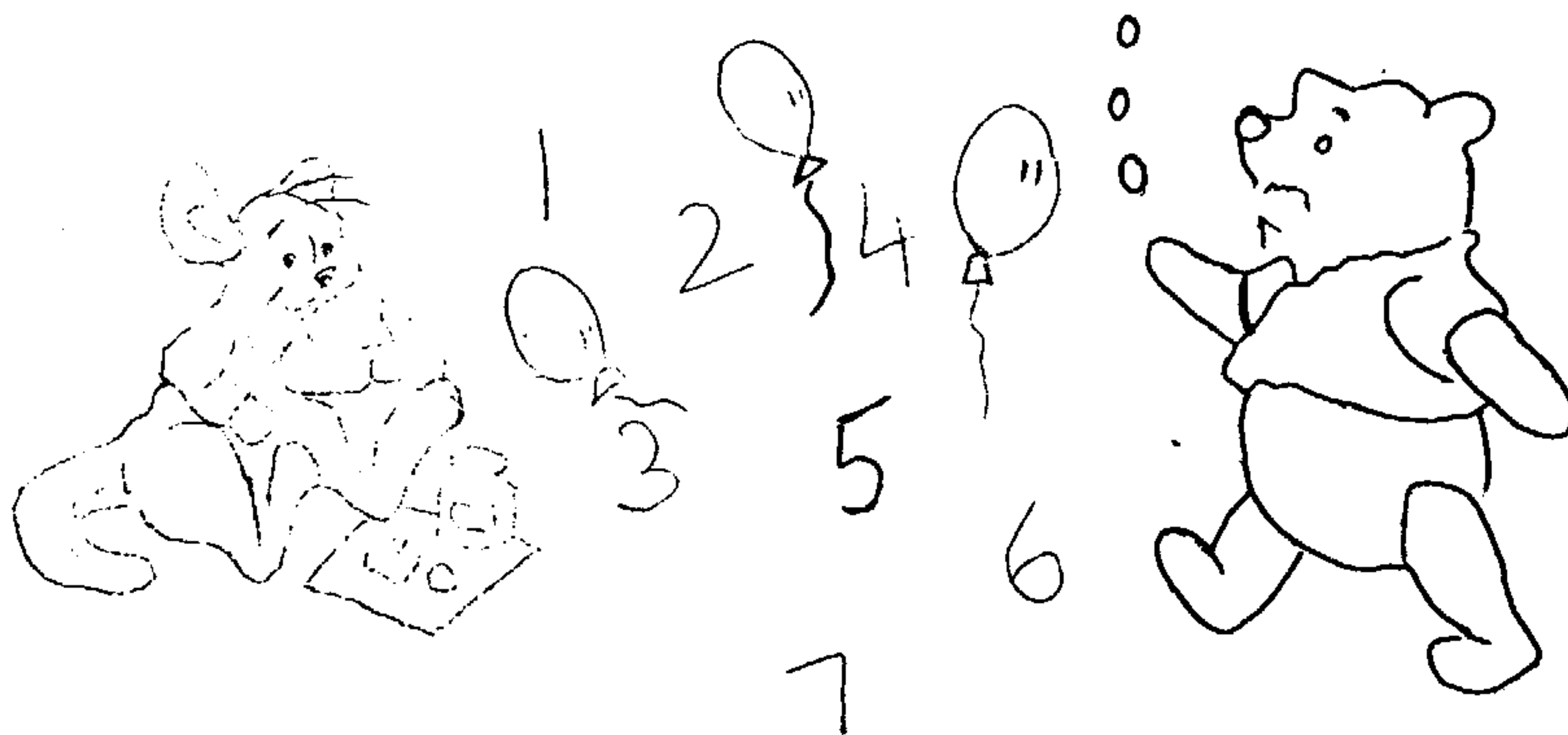
## 14. Time:

Show them a real or toy clock and ask

- What numbers are on its face?
- What number is on the top?
- What number is on the bottom?
- Cover up all the numbers and repeat.

Tell them a clock has two hands:

- Hour hand – short hand
- Minute hand – long hand

## Number Writing Pattern

| T | U | | T | U | | T | U |
|---|---|---|---|---|---|---|---|
| | 1 | | 1 | 1 | | 2 | 1 |
| | 2 | | 1 | 2 | | 2 | 2 |
| | 3 | | 1 | 3 | | 2 | 3 |
| | 4 | | 1 | 4 | | 2 | 4 |
| | 5 | | 1 | 5 | | 2 | 5 |
| | 6 | | 1 | 6 | | 2 | 6 |
| | 7 | | 1 | 7 | | 2 | 7 |
| | 8 | | 1 | 8 | | 2 | 8 |
| | 9 | | 1 | 9 | | 2 | 9 |
| 1 | 0 | | 2 | 0 | | 3 | 0 |

Subject: Mathematics
Term: 4
Level: PREP

| Wk | Topic/Concept | Verbal Communication | Written Work | Assessment |
|---|---|---|---|---|
| 1 | * Introduction of<br>- Fraction<br>- Spelling of 50<br>- Counting<br>* Reinforcement of<br>- Addition<br>- Subtraction<br>- Count and write | - Fraction<br>- Spelling of 50<br>- Addition and subtraction<br>- Counting 1 – 80 | - Addition and subtraction<br>- Spelling of 50<br>- Counting 71 – 80 | Yes |
| 2 | * Introduction of<br>- Spelling of 60, 70<br>- Counting<br>- Time<br>* Reinforcement of<br>- Fraction<br>- Counting<br>- Odd and even numbers | - Spelling of 60, 70<br>- Learn the concept of heavy/light, heavier than/lighter than<br>- Counting 1 – 90<br>- Fraction<br>- Shapes<br>- Odd and even number | - Spelling of 60, 70<br>- Colouring in concept<br>- Counting 81 – 90<br>- Fraction<br>- Shapes<br>- Odd and even numbers | Yes |
| 3 | * Introduction of<br>- Spelling of 80, 90<br>- Cone<br>* Reinforcement of<br>- Currency<br>- Backward counting<br>- Subtraction<br>- Ty numbers | - Time<br>- Spelling of 80, 90<br>- Cone<br>- Currency<br>- Backward counting<br>- Subtraction | - Time<br>- Spelling of 80, 90<br>- Colouring in sphere<br>- Backward counting<br>- What comes before<br>- Subtraction | Yes |
| 4 | * Introduction of<br>- Spelling of 100<br>- Counting<br>* Reinforcement of<br>- Shapes<br>- Fraction<br>- Addition<br>- What comes between | - Spelling of 100<br>- Shapes<br>- Fraction<br>- Addition<br>- Backward counting<br>- What comes between<br>- Counting 91 – 100 | - Spelling of 100<br>- Shapes<br>- Fraction<br>- Addition<br>- Backward counting<br>- What comes between<br>- Counting 91 - 100 | Yes |
| 5 | * Reinforcement of<br>- Time<br>- Counting<br>- Subtraction<br>- Odd and even numbers<br>- Concepts<br>- Shapes | - Counting 1 – 100<br>- Subtraction<br>- Odd and even number<br>- Concept<br>- Shapes | - Counting<br>- Subtraction<br>- Odd and & numbers<br>- Concept (colouring)<br>- Shapes | Yes |

| Wk | Topic/Concept | Verbal Communication | Written Work | Assessment |
|---|---|---|---|---|
| 6 | * Reinforcement of<br>- Counting<br>- Backward counting<br>- Fraction<br>- Time<br>- Number in words<br>- Addition | - Counting 1 – 100<br>- Backward counting 20 – 1<br>- Fraction<br>- Time<br>- Number in words | - Counting<br>- Backward counting<br>- Fraction<br>- Time<br>- Number in words | Yes |
| 7 | * Reinforcement pf<br>- Counting<br>- Backward counting<br>- Shapes<br>- Number in words<br>- Time<br>- Addition & subtraction | - Counting 1 – 100<br>- Backward counting 20 – 1<br>- Shapes<br>- Fraction<br>- Number in words<br>- Time<br>- Addition and subtraction | - Counting<br>- Backward counting<br>- Shapes<br>- Fraction<br>- Number in words<br>- Time<br>- Addition and subtraction | Yes |
| 8 | All the introduced topics/concepts | Explanation of the worksheets | Worksheets | Assessment week |

# Lesson Plan

Level: Prep
Term: 4
Week: 1

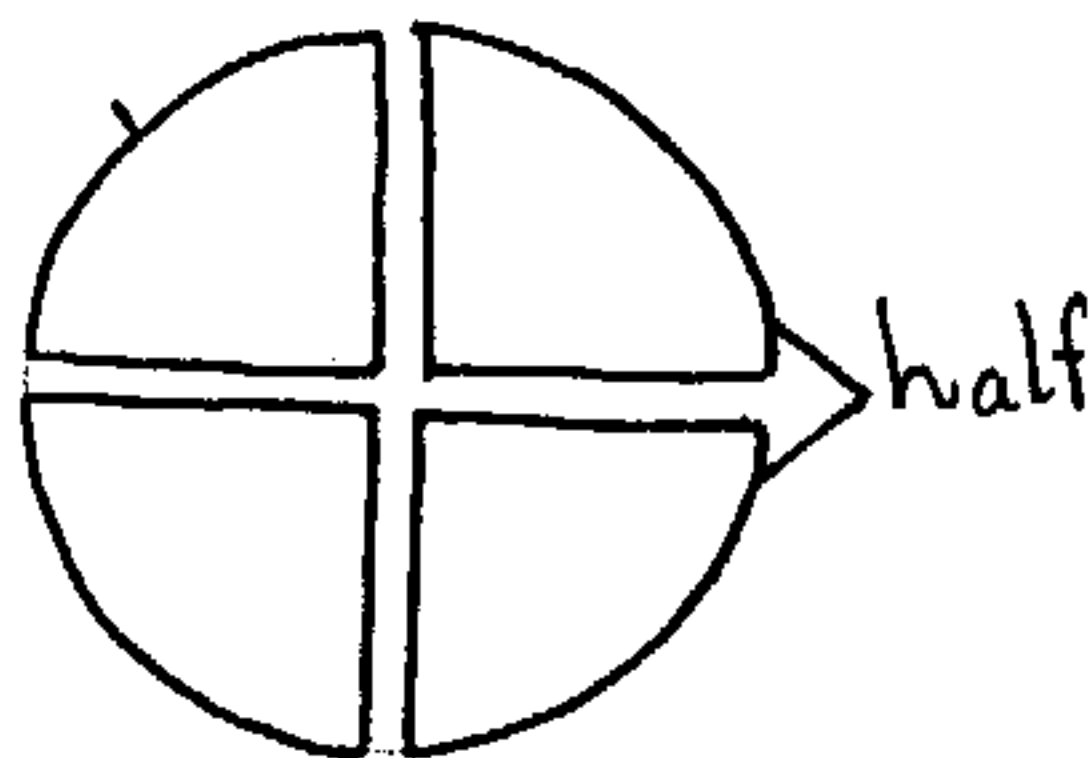
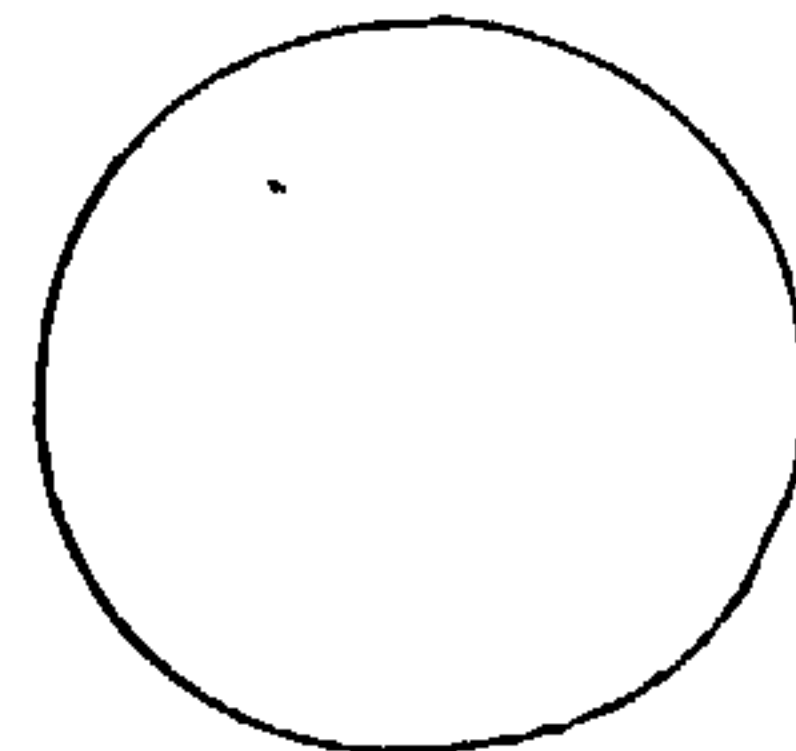
| Topic/Concept | Verbal Communication | Written Work | Assessment |
|---|---|---|---|
| * Introduction of<br>- Fraction<br>- Spelling of 50<br>- Counting<br>* Reinforcement of<br>- Addition<br>- Subtraction<br>- Count and write | - Fraction<br>- Spelling of 50<br>- Addition and subtraction<br>- Counting 1 – 80 | - Addition and subtraction<br>- Spelling of 50<br>- Counting 71 – 80 | Yes |

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 1**
**Periods: 2**
**Day: 1**
**Topic: Introduction of Fraction**

1. **Objectives**: Children will be able to:
   - Understand the concept of whole, half, quarter.
   - Divide the things in three different propositions.
2. **Function**: Colouring
3. **Activity**: Fraction cards.
4. **Material**: Black board, workbooks, pencils, eraser, colour, eraser, fraction card, apple, and knife.

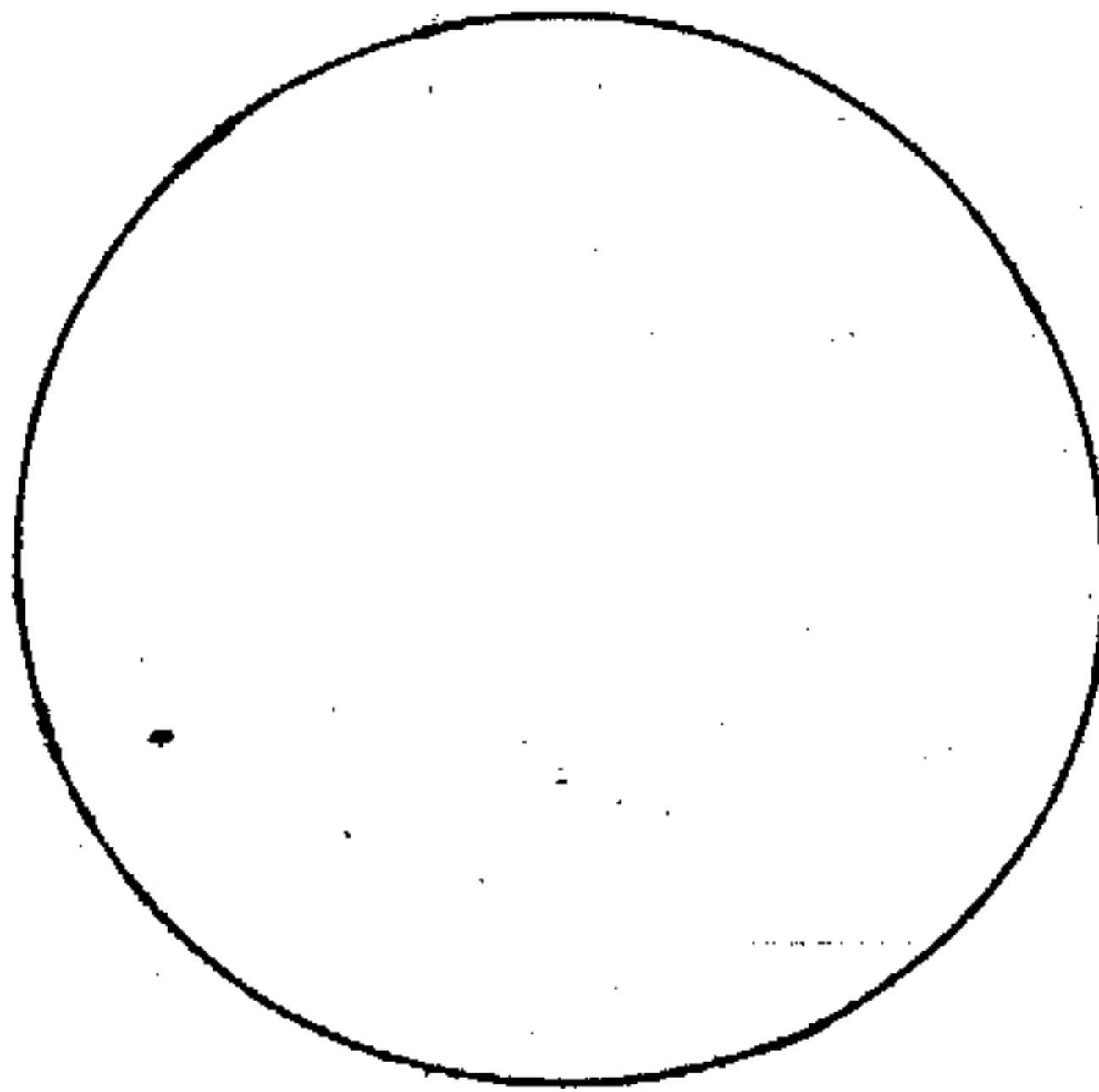
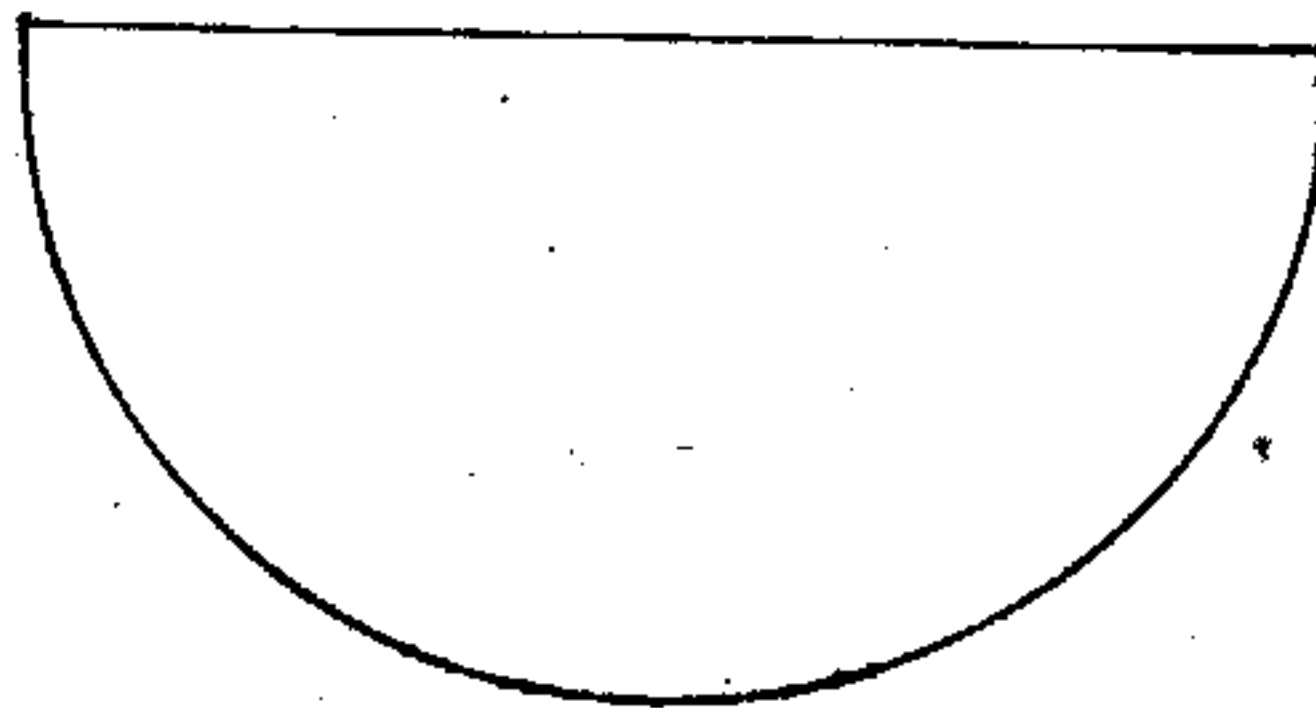
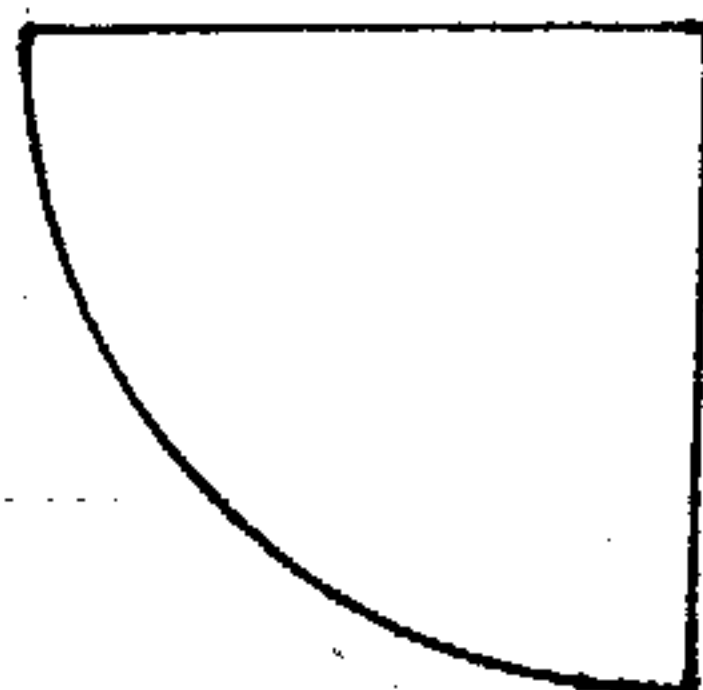
5. **Procedure**:

- Explain the concept with real objects or things e.g. take an apple. Tell then this is a one whole apple. Now cut it in to two half equal pieces and show them one half and say this is half. Now cut the half piece and tell then now its quarter apple. Do the same with a glass of water. Show them a glass full of water. Tell then it is full, drink half and tell then now it is half glass of water. Drink a little more and tell then now its quarter. It can be made more interesting by adding markings on the glass with a marker.
- Show them cut outs of different shapes like circle, rectangle, square etc. and make them in to fractions in front of the students.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 1 | Day: 1 |

## Fraction

colour

quarter

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 1**
**Period: 1**
**Day: 2**
**Topic: Counting 71 – 80.**

1. **Objectives**: Children will be able to recognize, learn and write counting in sequence with colour code of tens and units.

2. **Function**: Writing.

3. **Activity**: Tens and units activity

4. **Material**: Blackboard, workbooks, pencils, eraser, colour, chart of Counting 1 – 80

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5. **Procedure**:

- Oral drill of counting from 71 – 80 will be done first.
- Explain that what are 'ty' numbers and what are teen numbers. Numbers, which end on zero and on 'ty' sound are called 'ty' number i.e. 20, 30, 40, 50, 60, 70, 80 and 90. Number which end on the sound of teen and called teen numbers. They are 13, 14, 15, 16, 17, 18 and 19. Show the cards of 'ty' and 'teen' number, which are already placed in the class.
- Write counting on the board from 71 – 80. Recite it for many times in group
- Explain that they have to write counting from 71 – 80 in the book with colour code of tens and units.
- They also have to arrange number cards from 71 – 80 individually.
- Divide them in three groups and switch groups when each has finished the assigned activity.

**Group-I**

They'll do the following activity.
They'll take one bar and put the small card of 10 with it. Then two bars and will place a card of 20 and so on. Similarly with teen numbers. One bar and 3 beads are 13. Two bars and four beads are 14 and so on.

**Group – II**

They will arrange numbers cards from 71 – 80.

**Group-III**

The will do writing practice from 71 – 80 on workbook.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
|---|---|
| Week: 1 | Day: 2 |

Write numbers from 71–80

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | T | U | | T | U | | T | U | |
| | 7 | 1 | | | | | | | |
| | 7 | 2 | | | | | | | |
| | 7 | 3 | | | | | | | |
| | 7 | 4 | | | | | | | |
| | 7 | 5 | | | | | | | |
| | 7 | 6 | | | | | | | |
| | 7 | 7 | | | | | | | |
| | 7 | 8 | | | | | | | |
| | 7 | 9 | | | | | | | |
| | 8 | 0 | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 1**
**Period: 1**
**Day: 3**
**Topic: Addition (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Put things together and count.
   - Understand the sign + ( Plus )

2. **Function**: Counting, writing, colouring.

3. **Material**: Black board, work book, pencils, eraser, colours, flash card counting using of addition + and the following words add, more, total, altogether, put together.

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4. **Procedure**:

- After discussion from sets of boys and girls in class and show counting first set then the other and counting both sets together.
- Use similar steps with pencils, buttons of two different colours.
- Use black board to give addition exercises and repetition of practice.
- Keep reinforcing till each child gets a turn and has experienced the concept.
- After introduction the children will do the planned work in work books.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 1 | Day: 3 |

Addition

2 + 4 = ___

3 + 2 = ___

4 + 3 = ___

5 + 3 = ___

4 + 1 = ___

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 1**
**Period: 1**
**Day: 4**
**Topic: Number in words spelling of 50**

1. **Objectives**: Children will be able to write, recognize and learn number in words.
2. **Function**: Writing and colouring.
3. **Activity**: Matching.
4. **Material**: Black board, workbooks, pencils, eraser, colour, flash cards of numbers in words and some real objects.

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5. **Procedure**:

- Show the flash card of fifty with a drawing of fifty objects.
- Write the spelling of 50 and learn it in group
- Explain the written work and activity that they have to write spelling of 50 and will have to colour in the given picture while they have to do the following activity.

**Activity**

They have to put the flash card of number in words in front of the required quantity.
Divide then in two groups and switch groups when each has finished the assigned activity.

**Group – I**
They will to the activity of matching number with quantity.

**Group – II**
They will do the written work in workbook.

# Worksheet

Date: ____________________ Day: ______________

| Level: Prep | Term: 4 |
|---|---|
| Week: 1 | Day: 4 |

Count, colour and write

| | 50 | | f | i | f | t | y | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 1**
**Periods: 2**
**Day: 5**
**Topic: Subtraction (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Develop the concept of subtraction.
   - Emphasis that quantity reduces after taking away quantity will be left.
   - Introducing the symbol.
   - Give then the idea of in horizontal sums.
2. **Function:** Counting, writing, colouring.
3. **Activity:** Take away activity.
4. **Material:** Black board, workbooks, pencils colours, eraser, buttons, bottle caps.

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5. **Procedure:**

- ➢ Give examples from classroom environment e.g. take away I chair from a table of 4 chairs. How many left? Another example is of bottle caps give 10 bottle caps to a child and ask him to give three to another child and now ask how many bottle caps left with you?
- ➢ Do the same with buttons or beads or any other thing.
- ➢ Display the flash cards containing two words: Subtraction, Take away, Less, More, How may left and the symbol of subtraction -
- ➢ After the introduction they will do sums of subtraction on workbook.

# Worksheet

Date: ____________________ Day: ________________

Level: Prep
Week: 1
Term: 4
Day: 5

Subtraction

3 – 2 = ____

5 – 1 = ____

7 – 2 = ____

4 – 3 = ____

5 – 2 = ____

5 – 3 = ____

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 1**
**Period: 1**
**Day: 6**
**Topic: Count and write (Reinforcement)**

1. **Objectives**: Children will be able to reproduce the grasped knowledge of by ty numbers.

2. **Function:** Counting and writing.

3. **Activity:** Matching.

4. **Material:** Black board, workbooks, eraser, pencils and colour.

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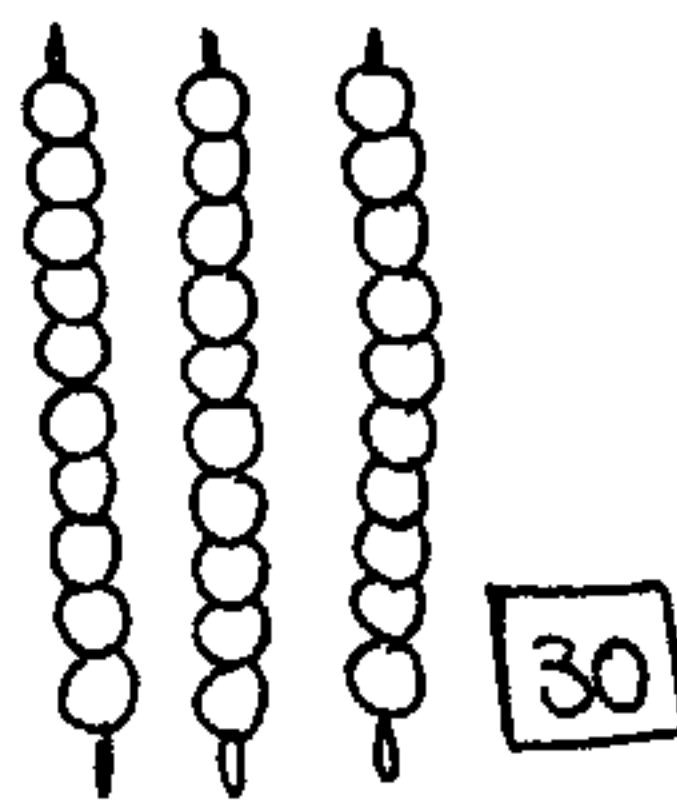
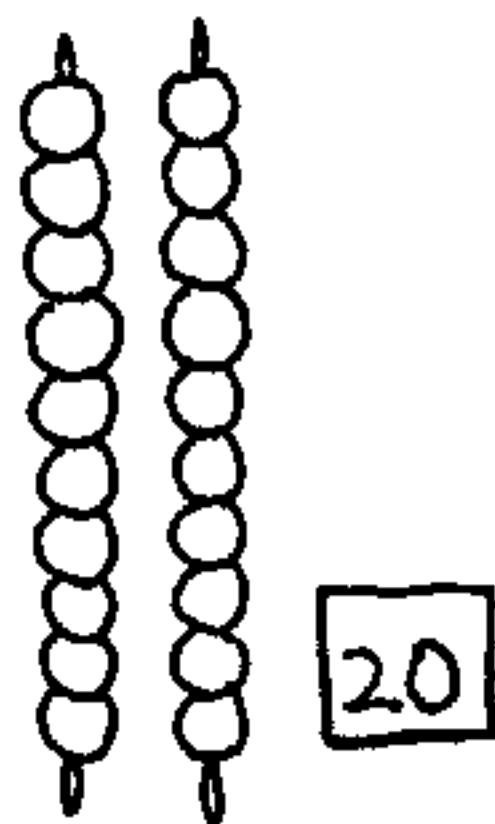
5. **Procedure:**

- Explain that they have to count bars and put the flash card of required number and in workbook they will count and write the 'ty' number.

# Lesson Plan

Level: Prep
Term: 4
Week: 2

| Topic/Concept | Verbal Communication | Written Work | Assessment |
|---|---|---|---|
| * Introduction of<br>- Spelling of 60, 70<br>- Counting<br>- Time<br>* Reinforcement of<br>- Fraction<br>- Counting<br>- Odd and even numbers | - Spelling of 60, 70<br>- Learn the concept of heavy/light, heavier than/lighter than<br>- Counting 1 – 90<br>- Fraction<br>- Shapes<br>- Odd and even number | - Spelling of 60, 70<br>- Colouring in concept<br>- Counting 81 – 90<br>- Fraction<br>- Shapes<br>- Odd and even numbers | Yes |

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 2**
**Period: 1**
**Day: 1**
**Topic: Time**

1. **Objectives**: Children will be able to:
   - Develop understanding of the mechanical movement of time.
   - Associating 'o' clock times with times of the day.
2. **Function:** Writing
3. **Activity:** Singing rhyme, toy clock activity.
4. **Material:** Black board, workbooks, pencils colours, eraser, toy clock.

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5. **Procedure:**

- Show a wall clock to the children and ask them.
  - What numbers are on its face?
  - What number is at the top?
  - What number is at the bottom?
- Cover up a number and ask what it is.
- Repeat for the other numbers.
- Print out the long (minute) hand and short (hour) hand.
- Ask the children why we use clocks and where they see clocks.
- Use drawings to suggest particular times of day.
- Show them different times (o' clock) on a toy clock, 2 o' clock and so on.
- Tell them time and ask them to show it on the toy clock.
- Sing the rhyme in group.
- After introduction the children will do work related to concept of time on the workbooks.

# Poem

(sung to the tune of here we go round the mulberry bush....)

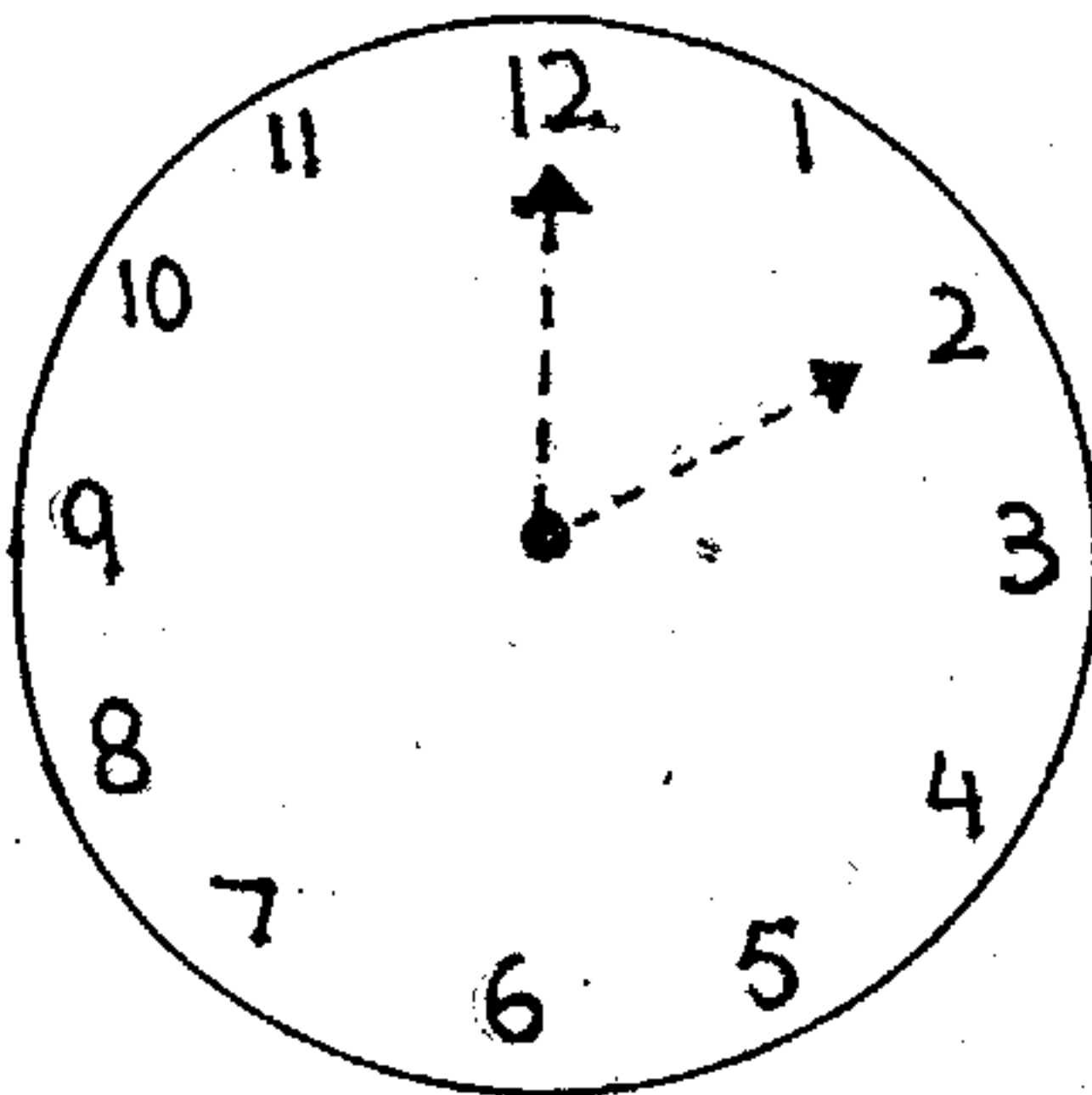
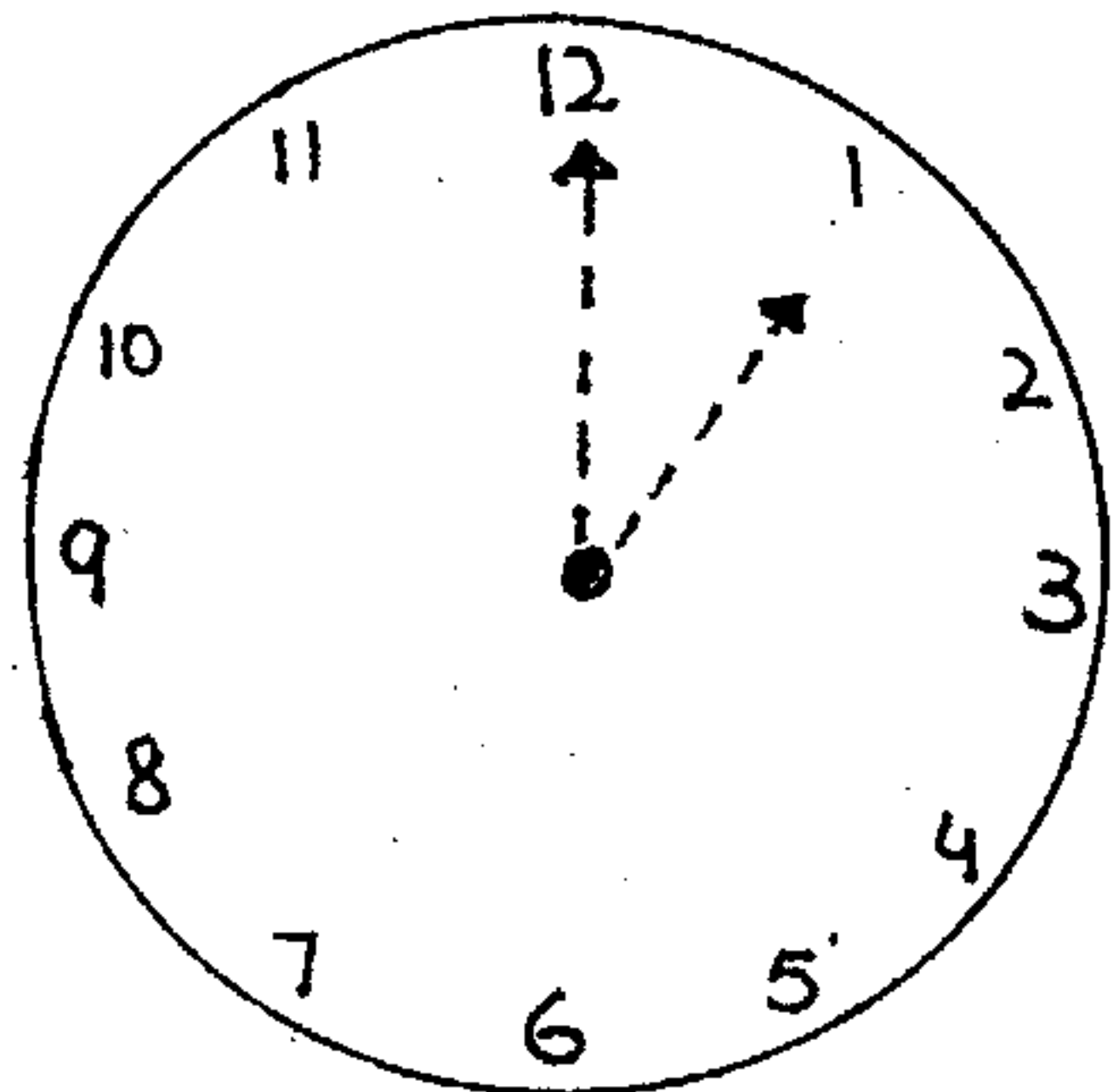
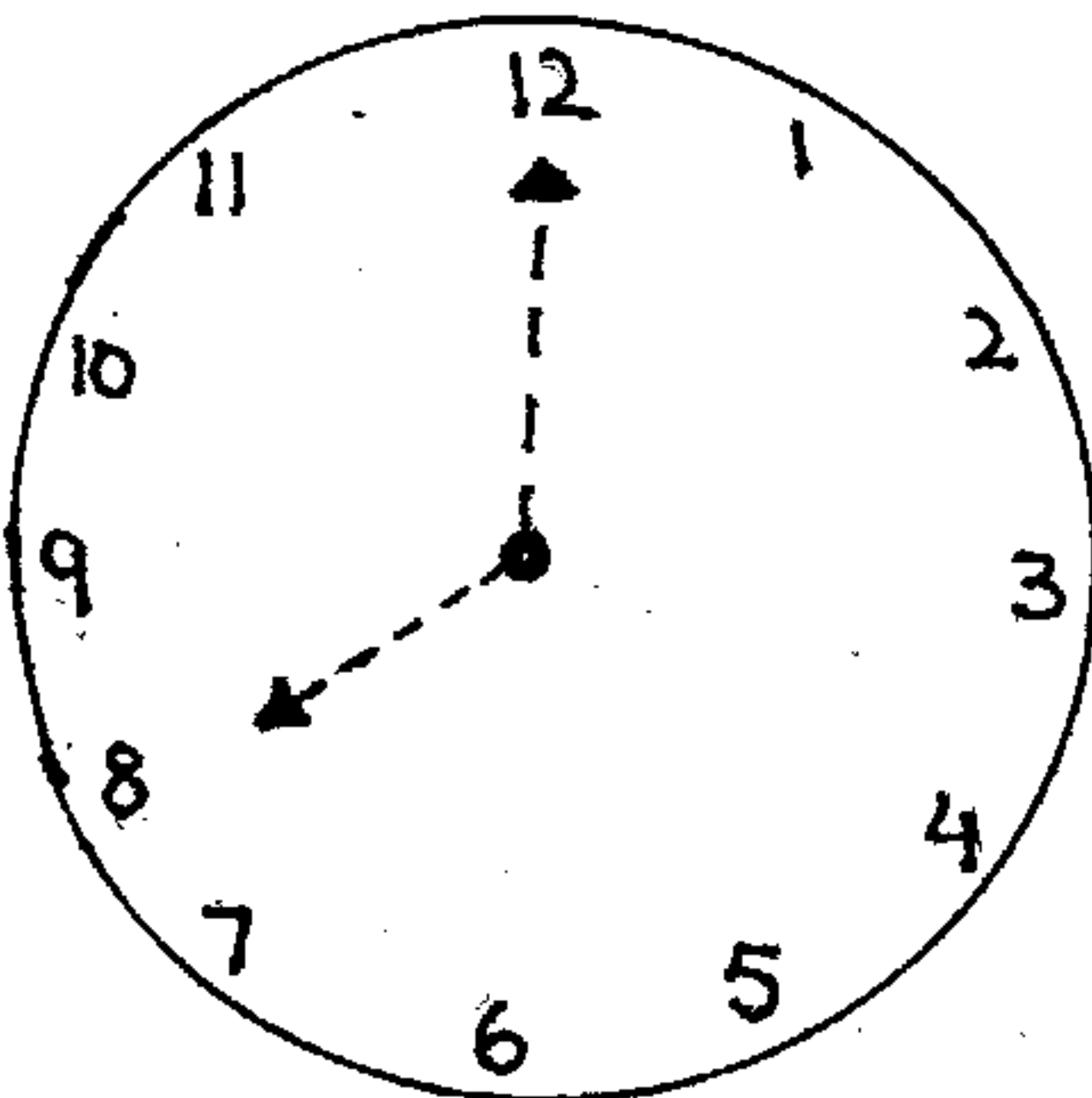
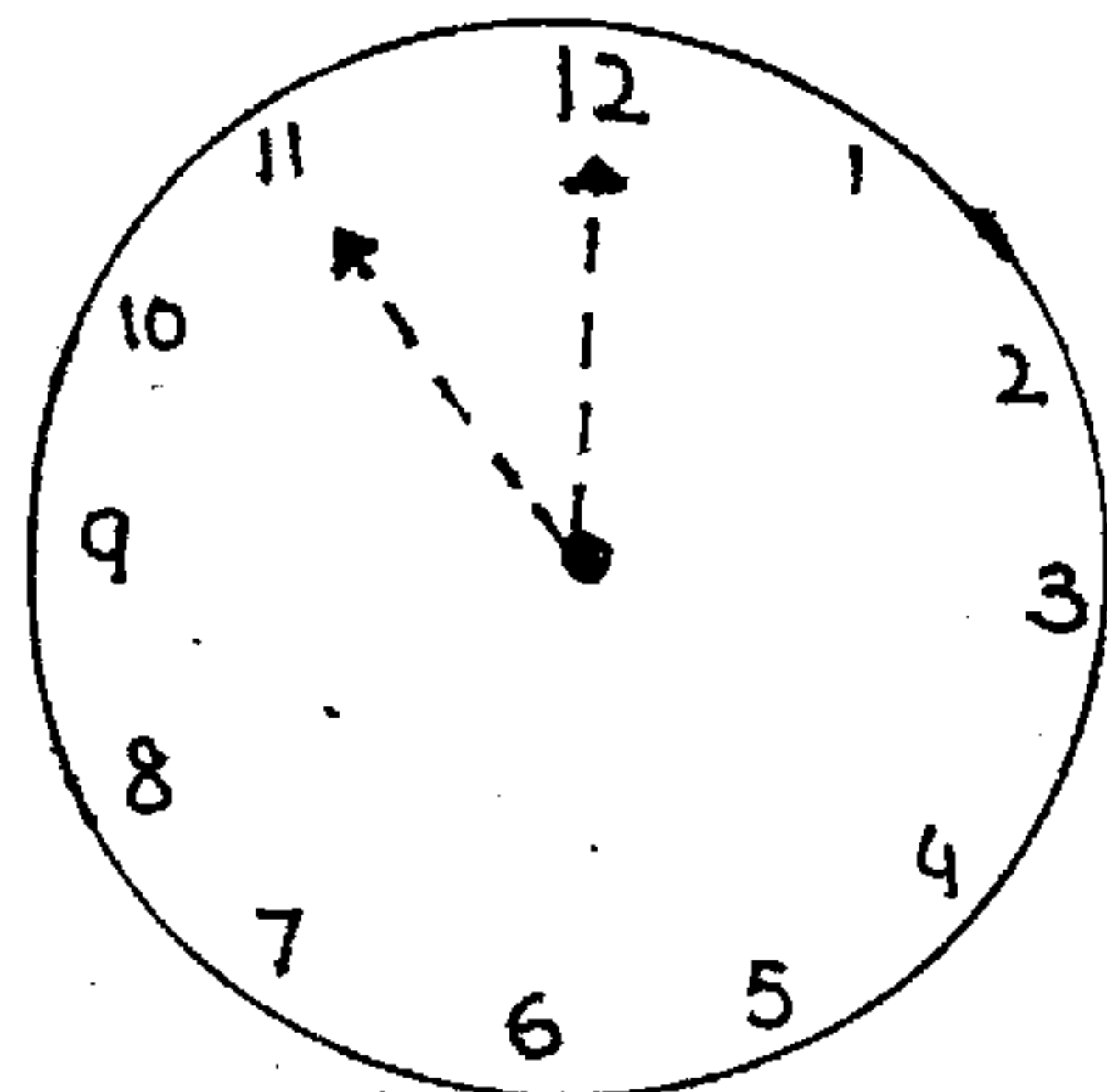
This is the time we get up from bed
We get up from bed
We get up from bed
This is the time we get up from bed so early in the morning.
This is the time we wash our face
We wash our face
We wash our face
This is the time we wash our face so early in the morning
This is the time we brush our teeth
We brush our teeth
We brush our teeth
This is the time we brush our teeth so early in the morning
This is time we comb our hair
We comb our hair
We comb our hair
This is the time we comb our hair so early in the morning
This is the time we eat breakfast
We eat breakfast
We eat breakfast
This is the time we eat breakfast so early in the morning
This is the time we go to school
We go to school
We go to school
This is the time we go to school so early in the morning
So early in the morning

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 2 | Day: 1 |

## Time o'clock

Trace the hands on each clock and write the time.

______ o'clock

______ o'clock

______ o'clock

______ o'clock

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 2**
**Period: 1**
**Day: 2**
**Topic: Fraction (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Understand the concept of whole, half, quarter.
   - Divide the things in three different proportions.
2. **Function**: Colouring
3. **Activity**: Fraction cards.
4. **Material**: Black board, workbooks, pencils, eraser, colour, eraser, fraction card, apple, and knife.

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5. **Procedure**:

➢ Explain the concept with real objects or things e.g. take an apple. Tell then this is a one whole apple. Now cut it is to two half equal pieces and show them one half and say this is half. Now cut the half piece and tell then now its quarter apple. Do the same wit a glass of water. Show them a glass full with water. Tell then it is full, drink half and tell then now it is half glass of water. Drink a little more and tell then now its quarter.

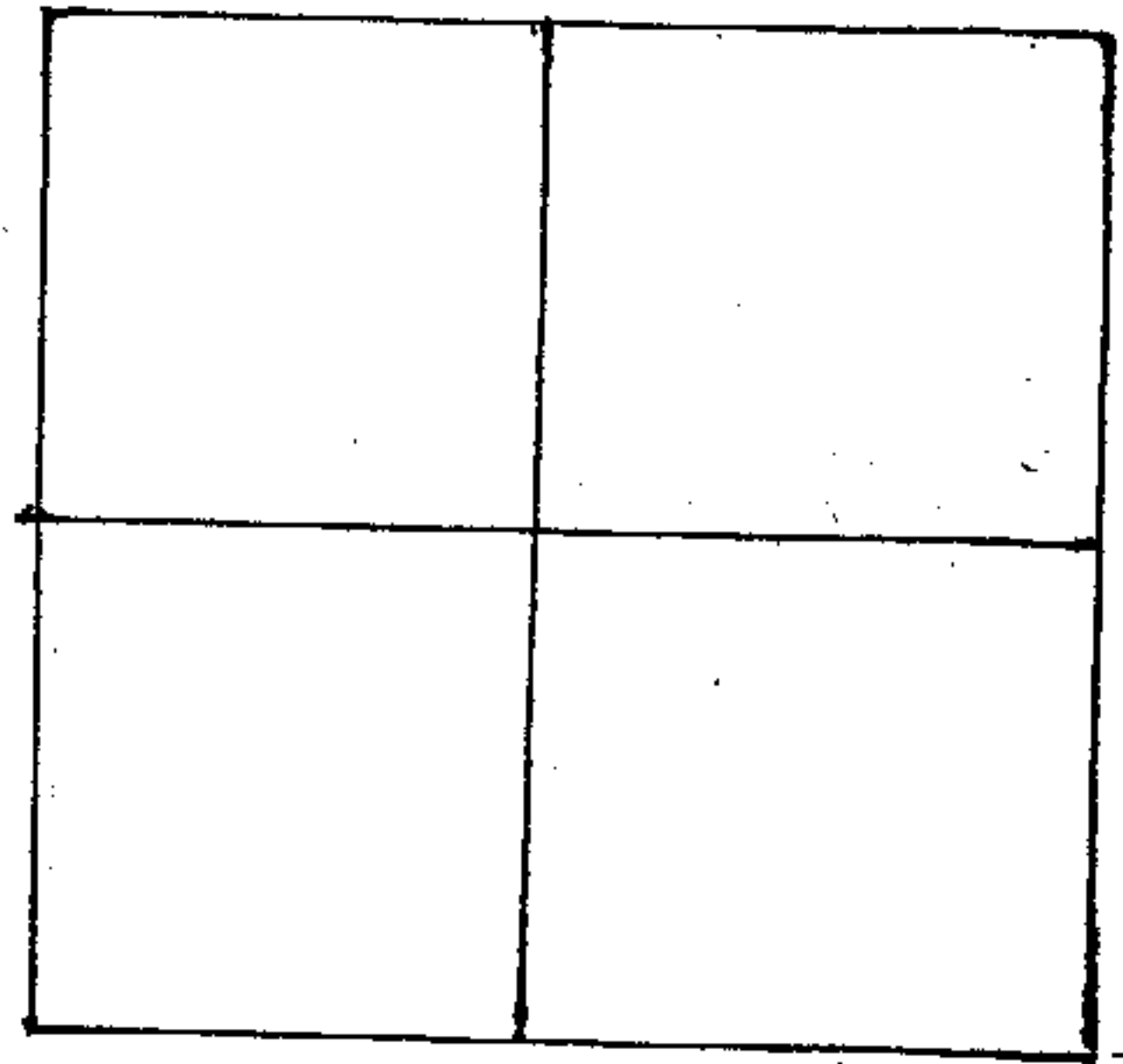
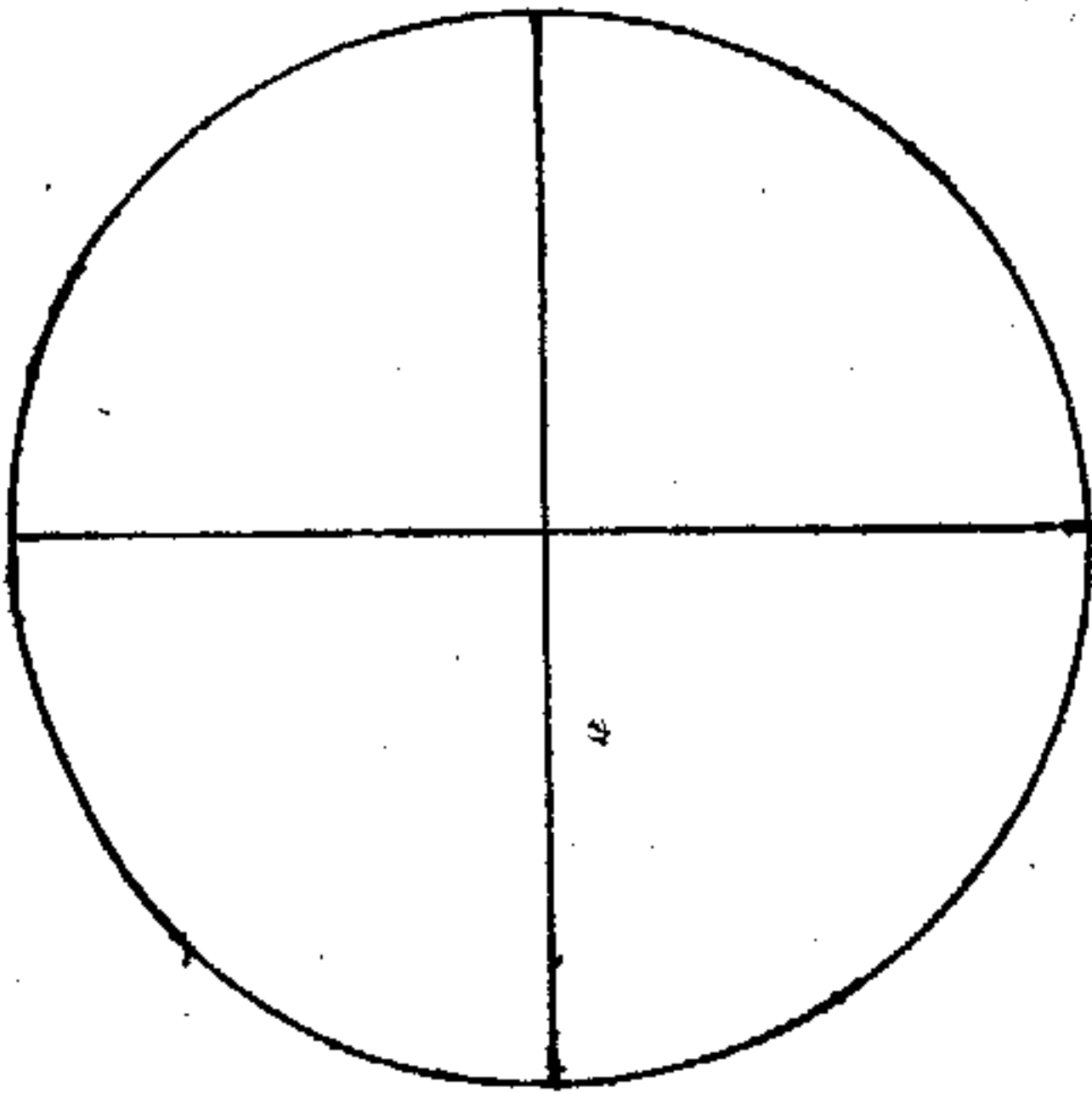
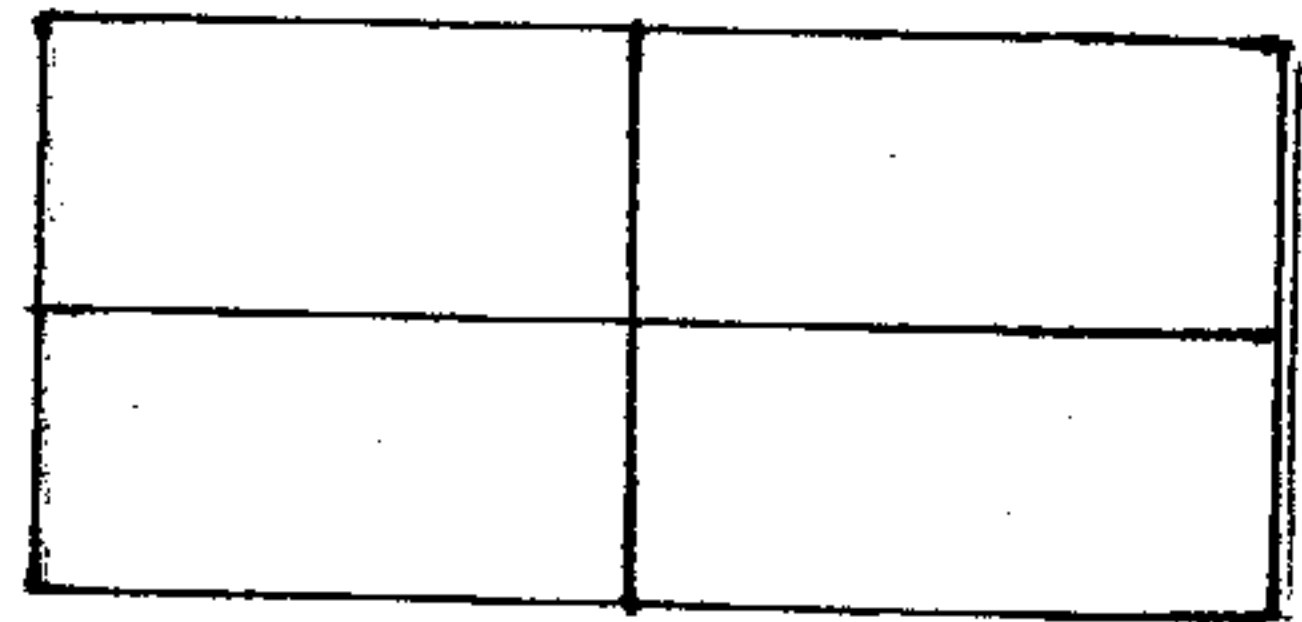
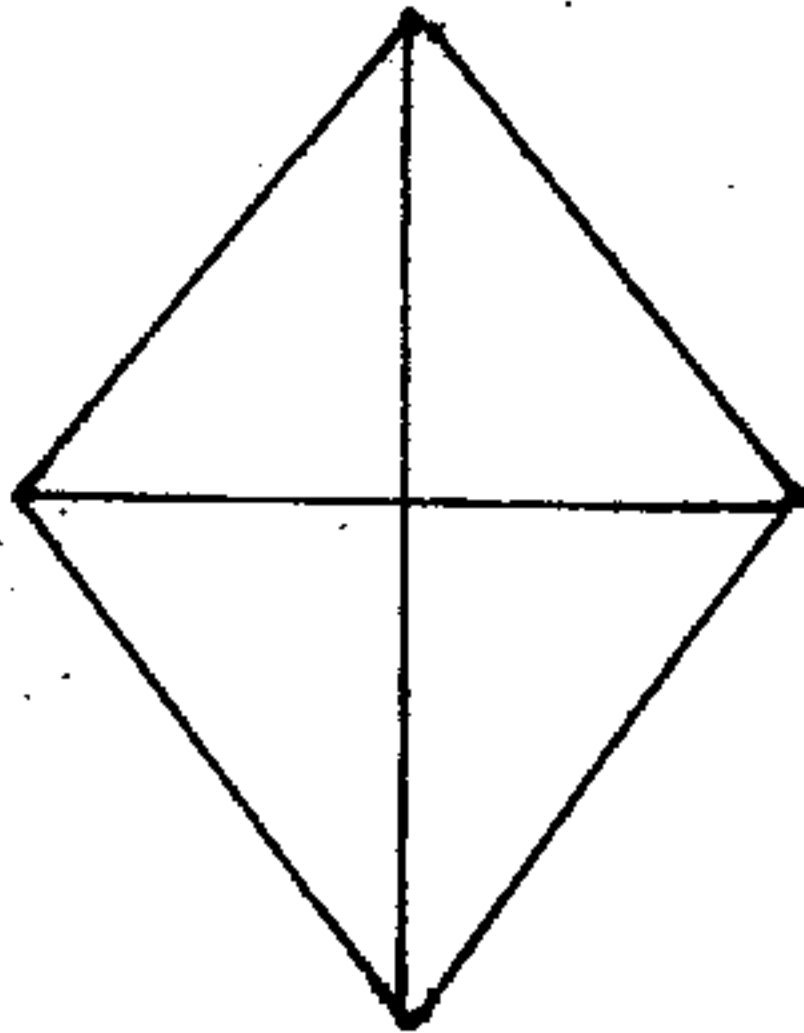
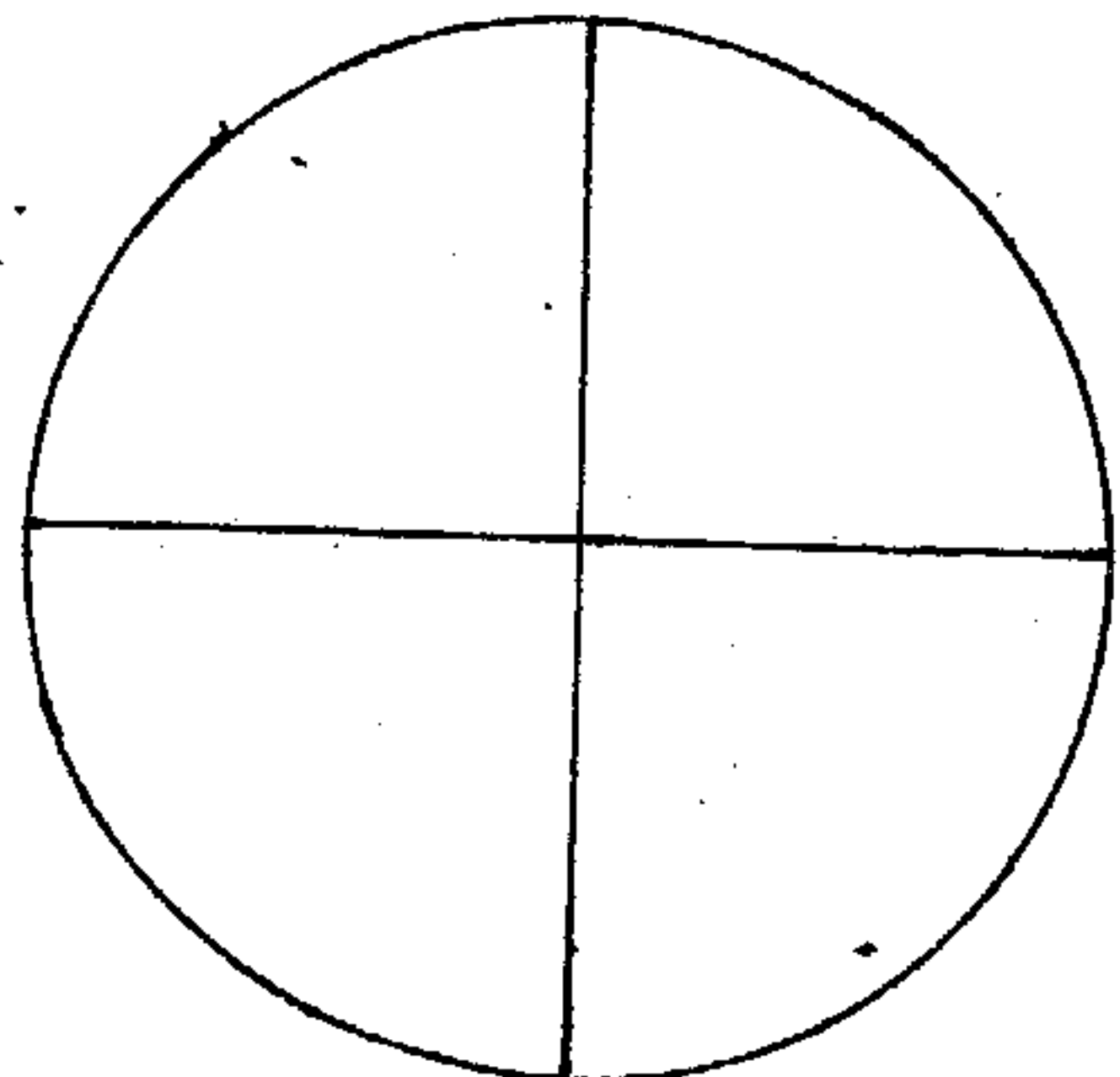
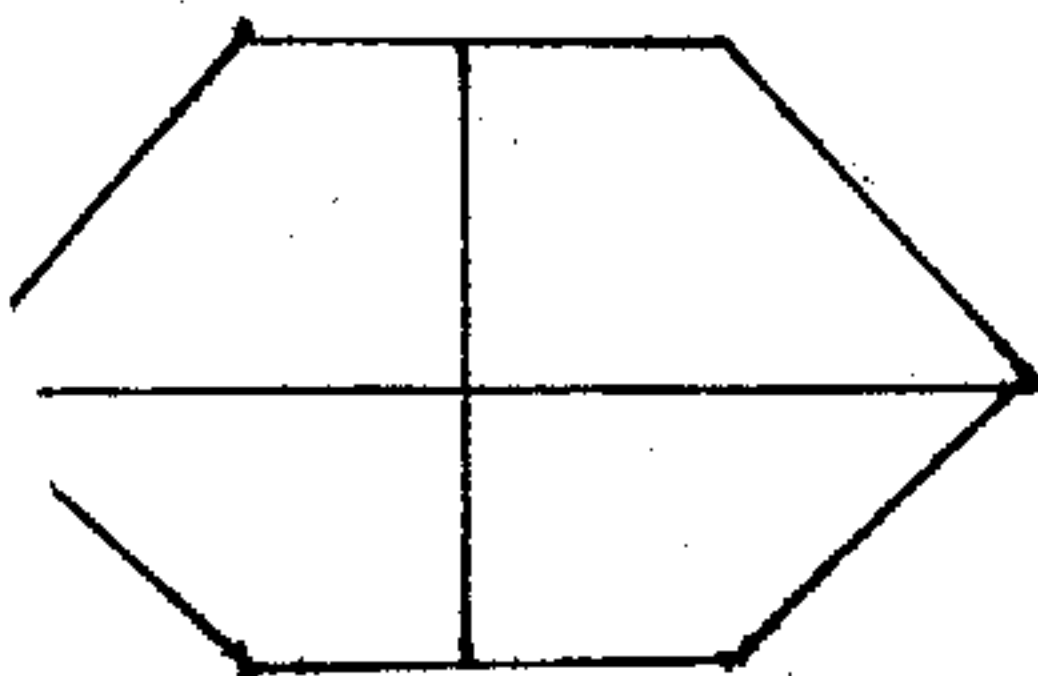
➢ Show them cut outs of different shapes like circle, rectangle, square etc. and make them fractions in front of them.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
|---|---|
| Week: 2 | Day: 2 |

## Fraction

colour the half

colour the whole

colour the quarter

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 2**
**Period: 1**
**Day: 3**
**Topic: Counting 81 - 90**

1. **Objectives**: Children will be able to recognize, learn and write counting in sequence with colour code of tens and units.

2. **Function**: Writing.

3. **Activity**: Tens and units activity, assigning and activity.

4. **Material**: Blackboard, workbooks, pencils, eraser, colour, chart of Counting 1 – 90

---

5. **Procedure**:

- Oral drill of counting from 1 – 90 will be done first.
- Explain that what are 'ty' numbers and what are teen numbers. Numbers, which end on zero and on 'ty' sound are called 'ty' number i.e. 20, 30, 40, 50, 60, 70, 80 and 90. Number which end on the sound of teen and called teen numbers. They are 13, 14, 15, 16, 17, 18 and 19. Show the cards of 'ty' and 'teen' number, which are already placed in the class.
- Write counting on the board from 81 – 90. Recite it for many times in group
- Explain that they have to write counting from 81 – 90 in the book with colour code of tens and units.
- They also have to arrange number cards from 81 – 90 individually.
- Divide them in three groups and switch groups when each has finished the assigned activity.

**Group-I**

They'll do the following activity.
They'll take one bar and put the small card of 10 with it. Then two bars and will place a card of 20 and so on. Similarly with teen numbers. One bar and 3 beads are 13. Two bars and four beads are 14 and so on.

**Group – II**

They will arrange numbers cards from 81 – 90.

**Group-III**

The will do writing practice from 81 – 90 on workbook.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
|---|---|
| Week: 2 | Day: 3 |

Write numbers from 81-90

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | T | U | | T | U | | T | U | |
| | 8 | 1 | | | | | | | |
| | 8 | 2 | | | | | | | |
| | 8 | 3 | | | | | | | |
| | 8 | 4 | | | | | | | |
| | 8 | 5 | | | | | | | |
| | 8 | 6 | | | | | | | |
| | 8 | 7 | | | | | | | |
| | 8 | 8 | | | | | | | |
| | 8 | 9 | | | | | | | |
| | 9 | 0 | | | | | | | |
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# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 2**
**Period: 1**
**Day: 4**
**Topic: Odd and even numbers (Reinforcement)**

## ODD NUMBERS:

1. **Objectives**: Children will be able to:
   - Understand that odd numbers can not be paired or shared equally.
   - Learn skip counting.
2. **Function:** Writing.
3. **Material:** Blackboard, counter and cards, workbook, pencil, colours eraser.

---

4. **Procedure:**

- Presentation of counter and cards to be given. Put one counter and card of one number tell them that one has no pair or partner. It is alone. It is an odd number. Put two counters and card of 2 numbers as it has pair so it is not an even number. Do it the same way up till 19 and place in the odd number in sequence from 1-19 (leave some space here).
- On the blackboard draw a number line and ask the children to do skip counting starting from 1 – 19.
- Display number cards 1 – 19 on the table. Let the children sort out odd numbers.
- Give oral drill of odd numbers.

# EVEN NUMBERS:

1. **Objectives**: Children will be able to:
   - Understand that even numbers can be paired or shared equally.
   - Learn skip counting.
2. **Function:** Writing.
3. **Material:** Blackboard, workbooks, pencil, eraser counter (red buttons) and cards.

---

4. **Procedure:**

- Presentation of counter and cards to be given. Similar presentation which we have given for odd number will be given but now it is for even numbers.
- Put one counter and card of our number and till then that one has no pair partner so it is not even number. So put the card of number one back in the box or basket. Then do the same with other numbers like take two counter and card of number 2. Till them that two has a pair or partner it is an even number. Do the same activity with numbers up till 20.
- On the black board draw a number line and ask the children to do skip counting starting from 0 – 20.
- Display number cards 0 – 20 on the table. Let the children sort out number.
- Give oral drilling of even numbers.
- Divide them in groups.
- Explain the written task and the activity that they have to write even number on the workbook and they have sort out even numbers.

**GROUP – I**

They'll do sorting and arrange exercise of even numbers in sequence.

**GROUP – I**

They will write even numbers on workbooks.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
|---|---|
| Week: 2 | Day: 4 |

Colour the odd numbers red and even numbers yellow

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 4 | 3 | 10 | 5 | 8 | | |
| | 7 | 11 | 6 | 9 | 12 | 13 | 15 | | |
| | 14 | 16 | 17 | 20 | 19 | 18 | 3 | | |
| | 9 | 12 | 5 | 1 | 8 | 11 | 7 | | |
| | 2 | 15 | 7 | 4 | 19 | 14 | 1 | | |
| | 10 | 13 | 5 | 20 | 11 | 17 | 2 | | |
| | 8 | 5 | 18 | 4 | 7 | 18 | 15 | | |

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 2**
**Period: 1**
**Day: 5**
**Topic: Number in words spelling of 60 and 70**

1. **Objectives**: Children will be able to write, recognize and learn number in words.
2. **Function**: Writing and colouring.
3. **Material**: Black board, workbooks, pencils, eraser, colour, flash cards of numbers in words and some real objects.

---

4. **Procedure**:

- Show the flash card of sixty followed by seventy with a drawing of equivalent objects.
- Write the spelling of sixty and seventy and learn it in group
- Explain the written work and activity that they have to write spelling of sixty and seventy and will have to colour in the given picture while they have to do the following activity.

**Activity**

They have to put the flash card of number in words in front of the required quantity.
Divide them in two groups and switch groups when each has finished the assigned activity.

**Group – I**
They will to the activity of matching number with quantity.

**Group – II**
They will do the written work in workbook.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
|---|---|
| Week: 2 | Day: 5 |

Count, colour and write

|  | 60 |  | s | i | x | t | y |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |
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# Worksheet

Date: ____________________ Day: ______________

| Level: Prep | Term: 4 |
|---|---|
| Week: 2 | Day: 5 |

Count, colour and write

| 70 | | s | e | v | e | n | t | y | |
|---|---|---|---|---|---|---|---|---|---|
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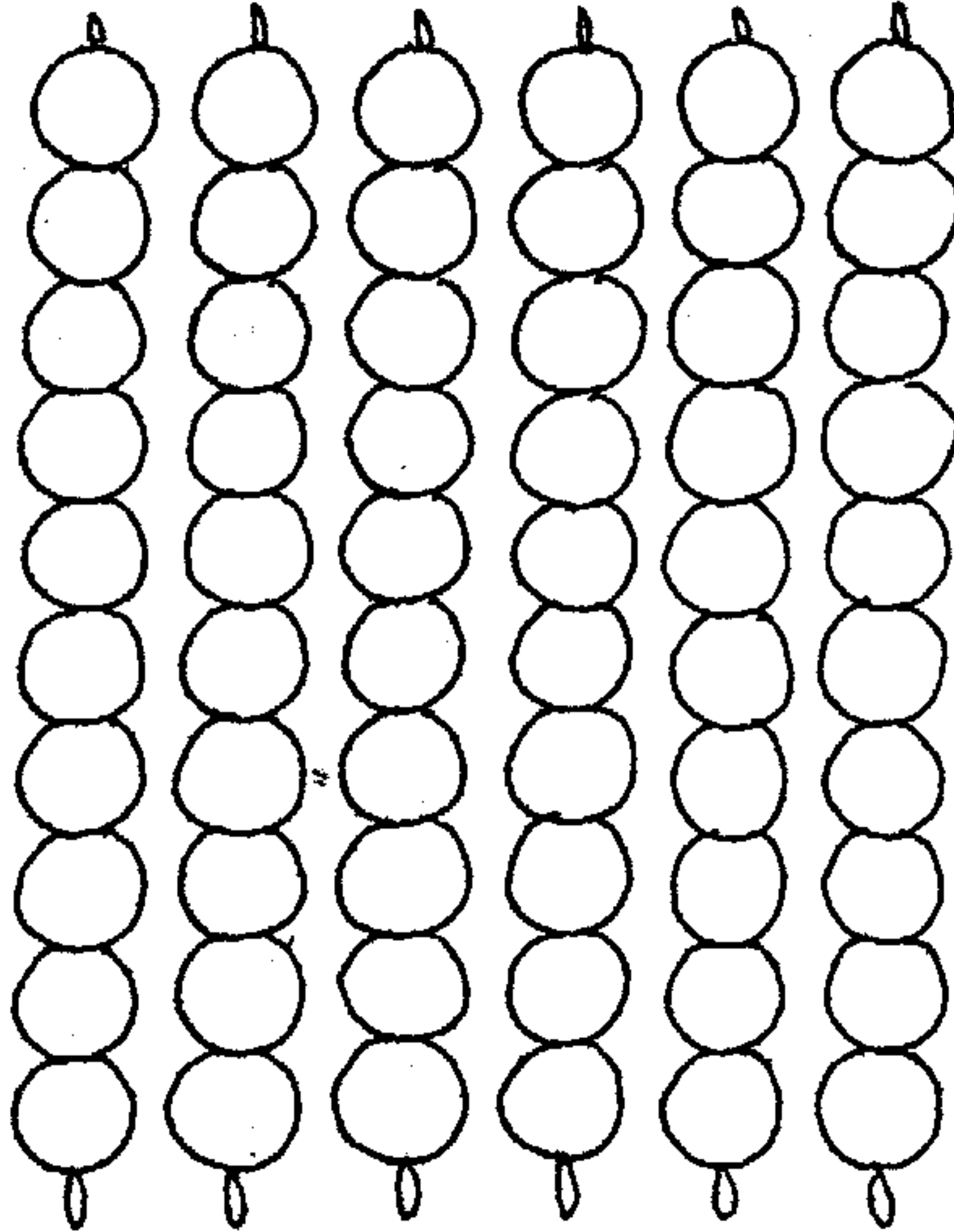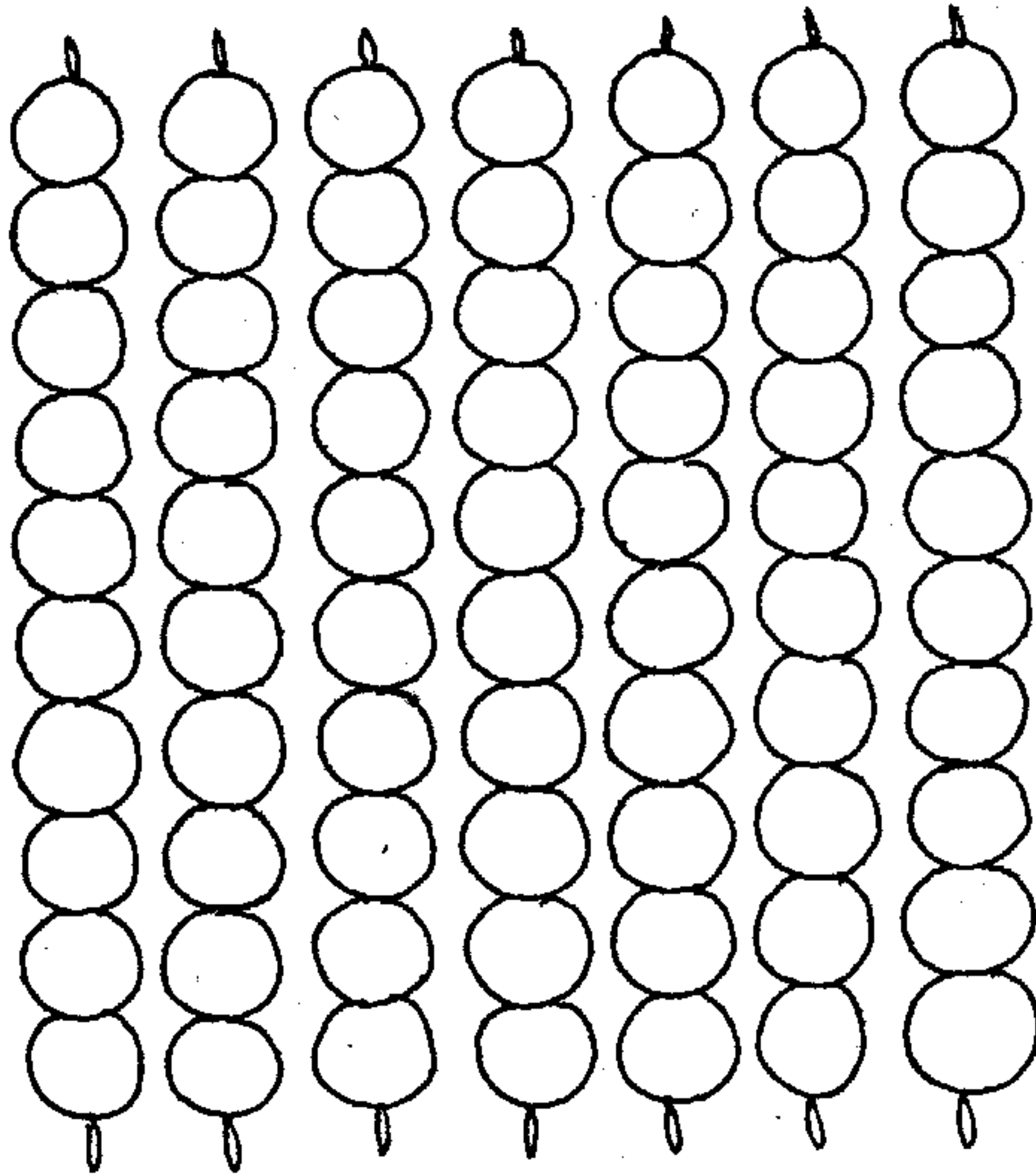
# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 2**
**Period: 1**
**Day: 6**
**Topic: Counting (Reinforcement)**

1. **Objectives**: Children will be able to recognize, learn and write counting in sequence with colour code of tens and units.

2. **Function**: Writing.

3. **Material**: Blackboard, workbooks, pencils, eraser, colour, chart of Counting

---

4. **Procedure**:

- Oral drill of counting will be done first.
- Explain that what are 'ty' numbers and what are teen numbers. Numbers, which end on zero and on 'ty' sound are called 'ty' number i.e. 20, 30, 40, 50, 60, 70, 80 and 90. Number which end on the sound of teen and called teen numbers. They are 13, 14, 15, 16, 17, 18 and 19. Show the cards of 'ty' and 'teen' number, which are already placed in the class.
- Write counting on the board. Recite it for many times in group
- Explain that they have to write counting in the book with colour code of tens and units.
- They also have to arrange number cards individually.
- Divide them in three groups and switch groups when each has finished the assigned activity.

**Group-I**

They'll do the following activity.
They'll take one bar and put the small card of 10 with it. Then two bars and will place a card of 20 and so on. Similarly with teen numbers. One bar and 3 beads are 13. Two bars and four beads are 14 and so on.

**Group – II**

They will arrange numbers cards.

**Group-III**

The will do writing practice on workbook.

# Worksheet

Date: ____________________ Day: ________________

Level: Prep Term: 4
Week: 2 Day: 6

Write numbers from 61 – 90

# Lesson Plan

Level: Prep
Term: 4
Week: 3

| Topic/Concept | Verbal Communication | Written Work | Assessment |
|---|---|---|---|
| * Introduction of<br>- Spelling of 80, 90<br>- Cone<br>* Reinforcement of<br>- Currency<br>- Backward counting<br>- Subtraction<br>- Ty numbers | - Time<br>- Spelling of 80, 90<br>- Cone<br>- Currency<br>- Backward counting<br>- Subtraction | - Time<br>- Spelling of 80, 90<br>- Colouring in sphere<br>- Backward counting<br>- What comes before<br>- Subtraction | Yes |

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 3**
**Period:**
**Day: 1**
**Topic: Number in words spelling of 80 and 90**

1. **Objectives**: Children will be able to write, recognize and learn number in words.
2. **Function**: Writing and colouring.
3. **Activity**: Matching.
4. **Material**: Black board, workbooks, pencils, eraser, colour, flash cards of numbers in words and some real objects.

---

5. **Procedure**:

- Show the flash card of 80 and 90 with a drawing of equivalent objects.
- Write the spelling of 80 and 90 and learn it in group
- Explain the written work and activity that they have to write spelling of 80 and 90 and will have to colour in the given picture while they have to do the following activity.

**Activity**

They have to put the flash card of number in words in front of the required quantity.
Divide then in two groups and switch groups when each has finished the assigned activity.

**Group – I**
They will to the activity of matching number with quantity.

**Group – II**
They will do the written work in workbook.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 3 | Day: 1 |

Count, colour and write

| | 80 | | e | i | g | h | t | y | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | | | | | |
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# Worksheet

Date: ____________ Day: ____________

| Level: Prep | Term: 4 |
|---|---|
| Week: 3 | Day: 1 |

Count, colour and write

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 90 | | n | i | n | e | t | y | |
| | | | | | | | | | |
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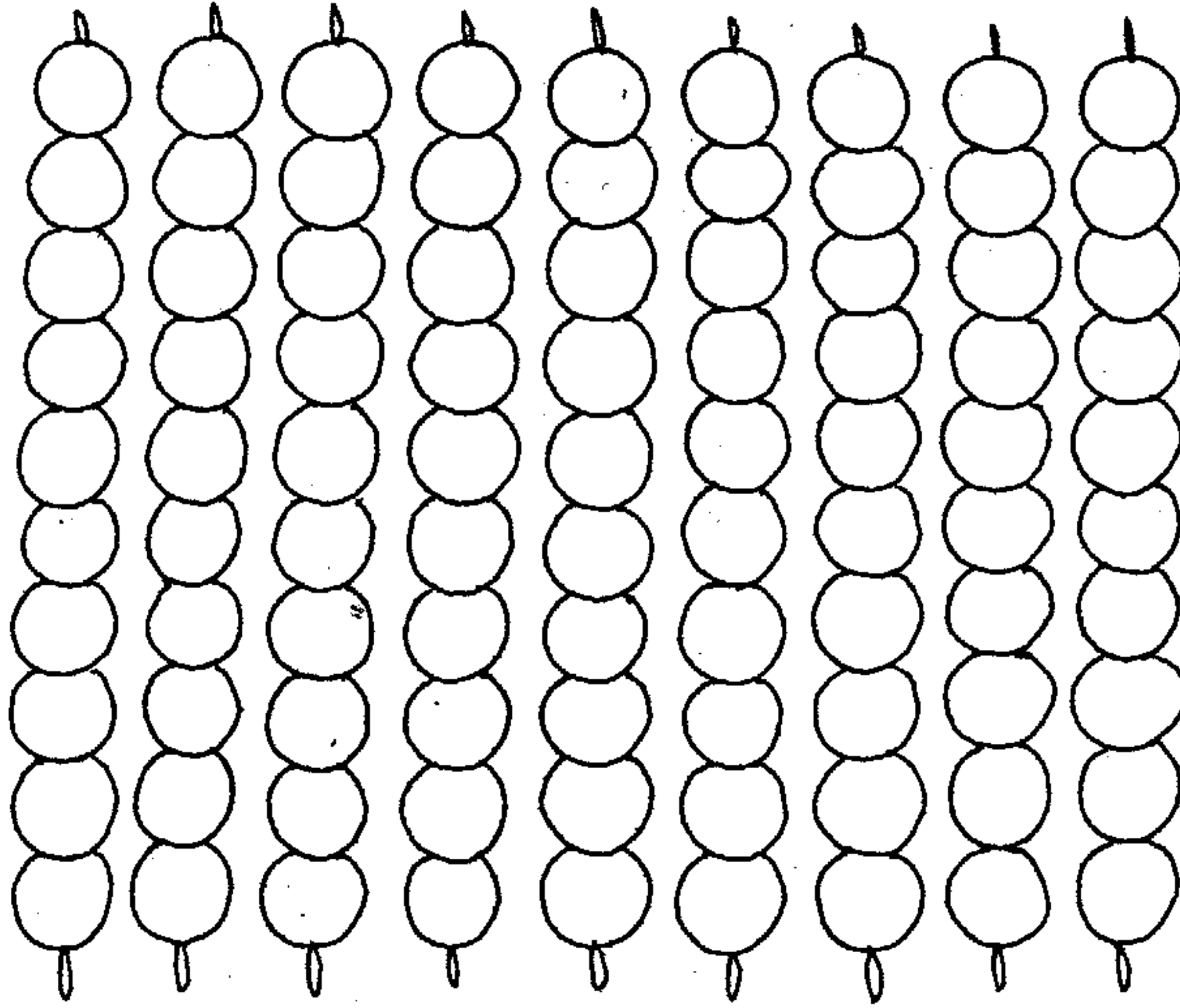
# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 3**
**Period: 1**
**Day: 2**
**Topic: Currency (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Learn the concept of buying and selling.
   - Understand the concept of shopping.
2. **Function:** Colouring.
3. **Activity:** Shopping.
4. **Material:** Blackboard, workbooks, currency notes of Rs.5/-, 10/-, 50/- Photocopy notes, pencils, colours, eraser.

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5. **Procedure:**

- Show the children currency notes of Rs.5/-, 10/-, 50/-
- Explain the concept of shopping/buying and importance of having a currency.
- Discuss the colour, size of the notes.
- Create a corner in the class. Put some soap wrappers, sharpeners, empty bottles of shampoo, packet of biscuits, empty cans of Pepsi, pencils, erasers, etc. and put a label tag on them.
- Make groups and send group of 4 children for shopping. One child will be a salesman or girl and the other these will by different items with the photocopy currency notes. Teacher can also participate in this activity.
- Each group will according to its turn.
- One group will be buying things while the rest of the class will do colouring exercise in the currency notes.
- Plan a 'Shopping Day.' You can call ice-cream man in the school premises and ask children one day before bring some money for shopping.

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 3**
**Period: 1**
**Day: 3**
**Topic: Backward counting (Reinforcement)**

1. **Objectives**: Children will be able to count and write number in backward order from 10 – 1.

2. **Function**: Writing, oral drills.

3. **Activity:** Singing rhyme 'five little speckled frogs…' from the cassette.

4. **Material**: Black board, work book, pencils, eraser, colours, chart of backward counting.

---

5. **Procedure**:
   - A number line will be drawn on the floor ask a child to stand on 10 and than move back on the numbers (count down activity) while the other children will say aloud 10, 9, 8, 7, 6, 5, 4, 3, 2, 1. Give each child this chance to move back on numbers.
   - Repeat the backward counting for many times.
   - Sing rhyme of back ward counting.
   - Explain the written work that they have to write back ward counting from 10 – 1 in the work book.

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 3**
**Period: 1**
**Day: 4**
**Topic: Subtraction (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Develop the concept of subtraction.
   - Emphasis that quantity reduces after taking away quantity will be left.
   - Introducing the symbol.
   - Give then the idea of in horizontal sums.
2. **Function:** Counting, writing, colouring.
3. **Activity:** Take away activity.
4. **Material:** Black board, workbooks, pencils colours, eraser, buttons, bottle caps.

---

5. **Procedure:**

- Give examples from classroom environment e.g. take away I chair from a table of 4 chairs. How many left? Another example is of bottle caps give 10 bottle caps to a child and ask him to give three to another child and now ask how many bottle caps left with you?
- Do the same with buttons or beads or any other thing.
- Display the flash cards containing two words: Subtraction, Take away, Less, More, How may left and the symbol of subtraction -
- After the introduction they will do sums of subtraction on workbook.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 3 | Day: 4 |

Subtraction

$$\begin{array}{r} 4 \\ -\ 3 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ -\ 1 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ -\ 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -\ 1 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ -\ 4 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ -\ 3 \\ \hline \\ \hline \end{array}$$

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 3**
**Periods: 2**
**Day: 5**
**Topic:** Introduction to cone shape.

1. **Objectives**: The children will be able to:
   - Recognize and learn cone shape.
   - Different cover shape with other shapes.

2. **Function**: Writing.

3. **Activity**: Matching shapes.

4. **Material**: Black board, workbook, pencils, eraser, colour, teacher made material (matching shape).

---

5. **Procedure**:

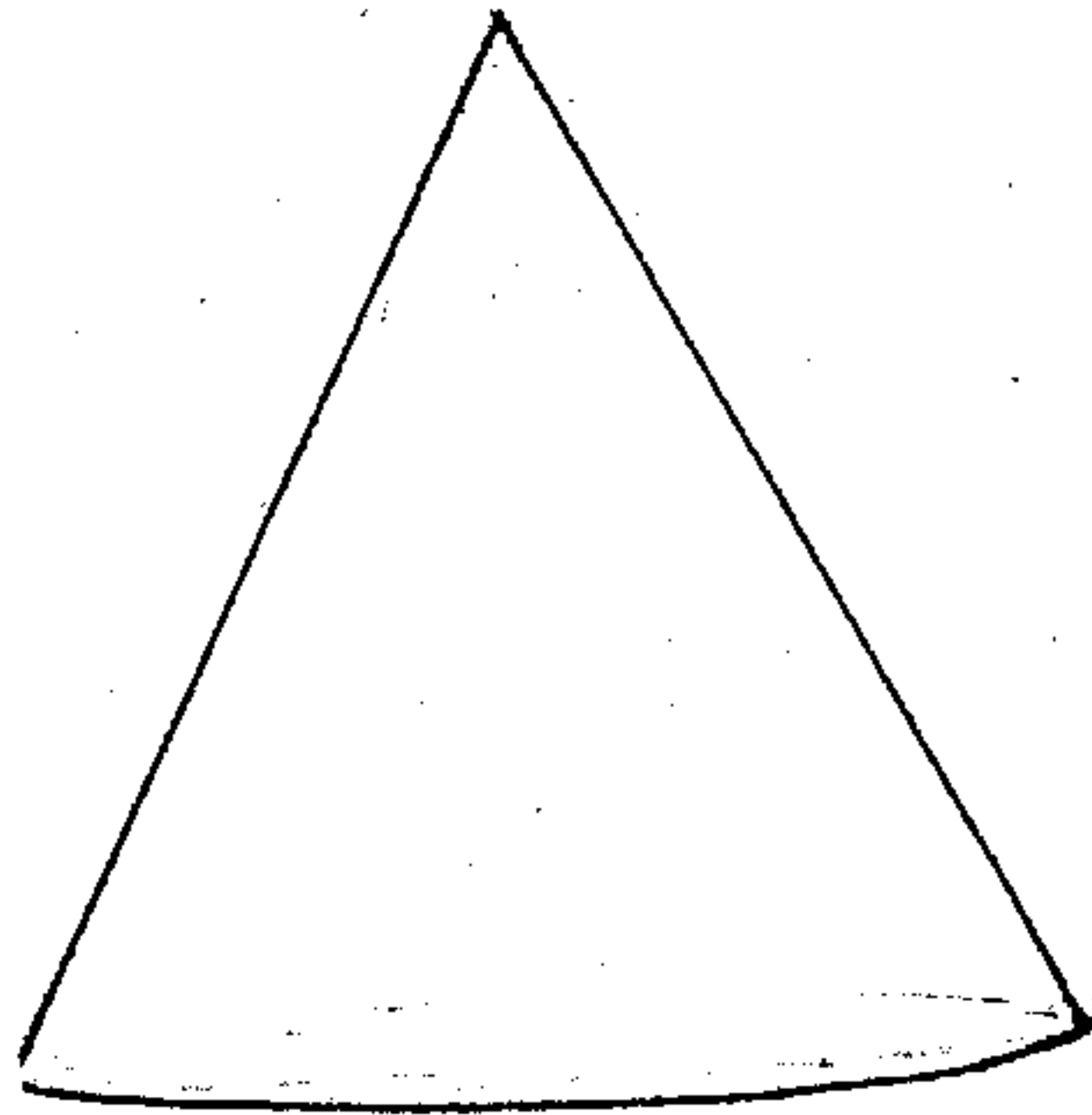
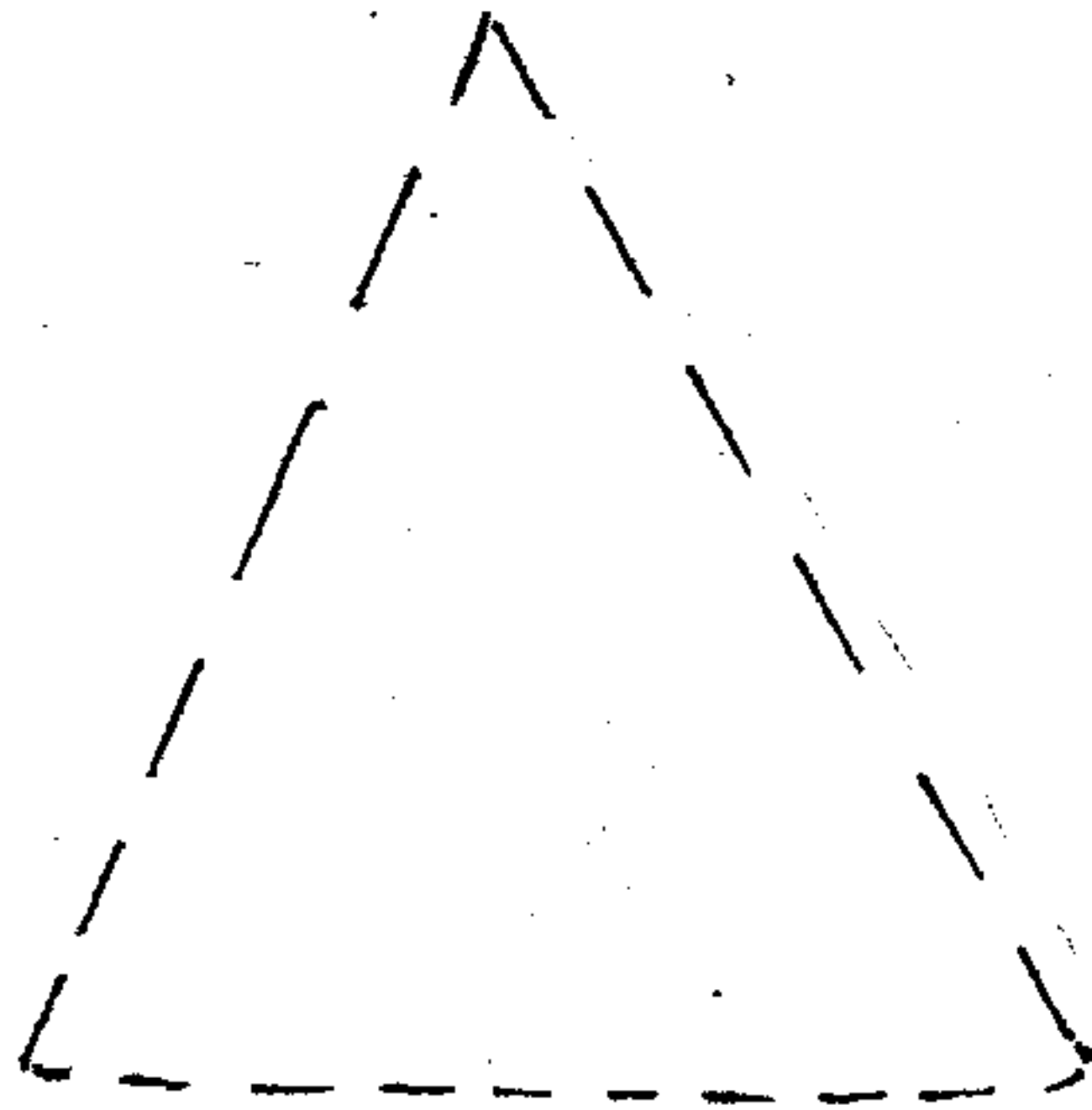
- Made a cone shape out of card paper.
- Show the shape and tell its name.
- Tell them the different objects or things which leave cone shape e.g. ice-cream etc.
- After introduction, explain the planned task on the board that they have to trace and colour the cone shape.
- Children will also do match the shape activity on teacher made material.
- Divide them in groups.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
|---|---|
| Week: 3 | Day: 5 |

Read and colour

cone

trace

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 3**
**Period: 1**
**Day: 6**
**Topic: Ty numbers (Reinforcement)**

1. **Objectives**: Children will be able to write Ty numbers in figure and words independently.

2. **Function**: Writing.

3. **Activity**: Sorting of Ty numbers.

4. **Material**: Black board, workbooks, pencils, eraser, colours.

---

5. **Procedure**:

- Explain that they have to write 'Ty' numbers in figure and words independently.
- Divide them in groups.

**Group-I**

This is group will do sorting exercise of ty numbers.

**Group – II**

They will do written work on workbooks.

# Worksheet

Date: ____________________ Day: ________________

Level: Prep
Week: 3
Term: 4
Day: 6

Write 'ty' numbers in figures and words

# Lesson Plan

Level: Prep
Term: 4
Week: 4

| Topic/Concept | Verbal Communication | Written Work | Assessment |
|---|---|---|---|
| * Introduction of<br>- Spelling of 100<br>- Counting<br>* Reinforcement of<br>- Shapes<br>- Fraction<br>- Addition<br>- What comes between | - Spelling of 100<br>- Shapes<br>- Fraction<br>- Addition<br>- Backward counting<br>- What comes between<br>- Counting 91 – 100 | - Spelling of 100<br>- Shapes<br>- Fraction<br>- Addition<br>- Backward counting<br>- What comes between<br>- Counting 91 - 100 | Yes |

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 4**
**Periods: 2**
**Day: 1**
**Topic: Counting 91 - 100**

1. **Objectives**: Children will be able to recognize, learn and write counting in sequence with colour code of tens and units.
2. **Function**: Writing.
3. **Activity**: Tens and units activity, assigning and activity.
4. **Material**: Blackboard, workbooks, pencils, eraser, colour, chart of Counting 1 – 100

---

5. **Procedure**:

- Oral drill of counting from 1 – 100 will be done first.
- Explain that what are 'ty' numbers and what are teen numbers. Numbers, which end on zero and on 'ty' sound are called 'ty' number i.e. 20, 30, 40, 50, 60, 70, 80 and 90. Number which end on the sound of teen and called teen numbers. They are 13, 14, 15, 16, 17, 18 and 19. Show the cards of 'ty' and 'teen' number, which are already placed in the class.
- Write counting on the board from 91 – 100. Recite it for many times in group
- Explain that they have to write counting from 91 – 100 in the book with colour code of tens and units.
- They also have to arrange number cards from 91 – 100 individually.
- Divide them in three groups and switch groups when each has finished the assigned activity.
- Tell the children that 10 bars make 1 square and 1 square means 100.
- Show them the one square of 100.
- Tell the colour code of hundred i.e. red.

**Group-I**

They'll do the following activity.
They'll take one bar and put the small card of 10 with it. Then two bars and will place a card of 20 and so on. Similarly with teen numbers. One bar and 3 beads are 13. Two bars and four beads are 14 and so on. Now they can do the activity up to 100 with the bead bars.

**Group – II**

They will arrange numbers cards from 91 – 100.

**Group-III**

The will do writing practice from 91 – 100 on workbook.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
|---|---|
| Week: 4 | Day: 1 |

Learn and write numbers from 91–100

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | H | T | U | | | | | | |
| | | 9 | 1 | | | | | | |
| | | 9 | 2 | | | | | | |
| | | 9 | 3 | | | | | | |
| | | 9 | 4 | | | | | | |
| | | 9 | 5 | | | | | | |
| | | 9 | 6 | | | | | | |
| | | 9 | 7 | | | | | | |
| | | 9 | 8 | | | | | | |
| | | 9 | 9 | | | | | | |
| | 1 | 0 | 0 | | | | | | |
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# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 4**
**Periods: 2**
**Day: 2**
**Topic: Number is words. Spelling of 100 -Hundred**

1. **Objectives**: Children will be able to write, recognize and learn number in words.
2. **Function**: Writing and colouring.
3. **Activity**: Matching.
4. **Material**: Black board, workbooks, pencils, eraser, colour, flash cards of numbers in words and some real objects.

---

5. **Procedure**:

- Show the flash card of 100 with a drawing of hundred objects.
- Write the spelling of 100 and learn it in group
- Explain the written work and activity that they have to write spelling of 100 and will have to colour in the given picture while they have to do the following activity.

**Activity**

They have to put the flash card of number in words in front of the required quantity.
Divide then in two groups and switch groups when each has finished the assigned activity.

**Group – I**
They will to the activity of matching number with quantity.

**Group – II**
They will do the written work in workbook.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
|---|---|
| Week: 4 | Day: 2 |

Count, colour and write

| | 100 | | h | u | n | d | r | e | d |
|---|---|---|---|---|---|---|---|---|---|
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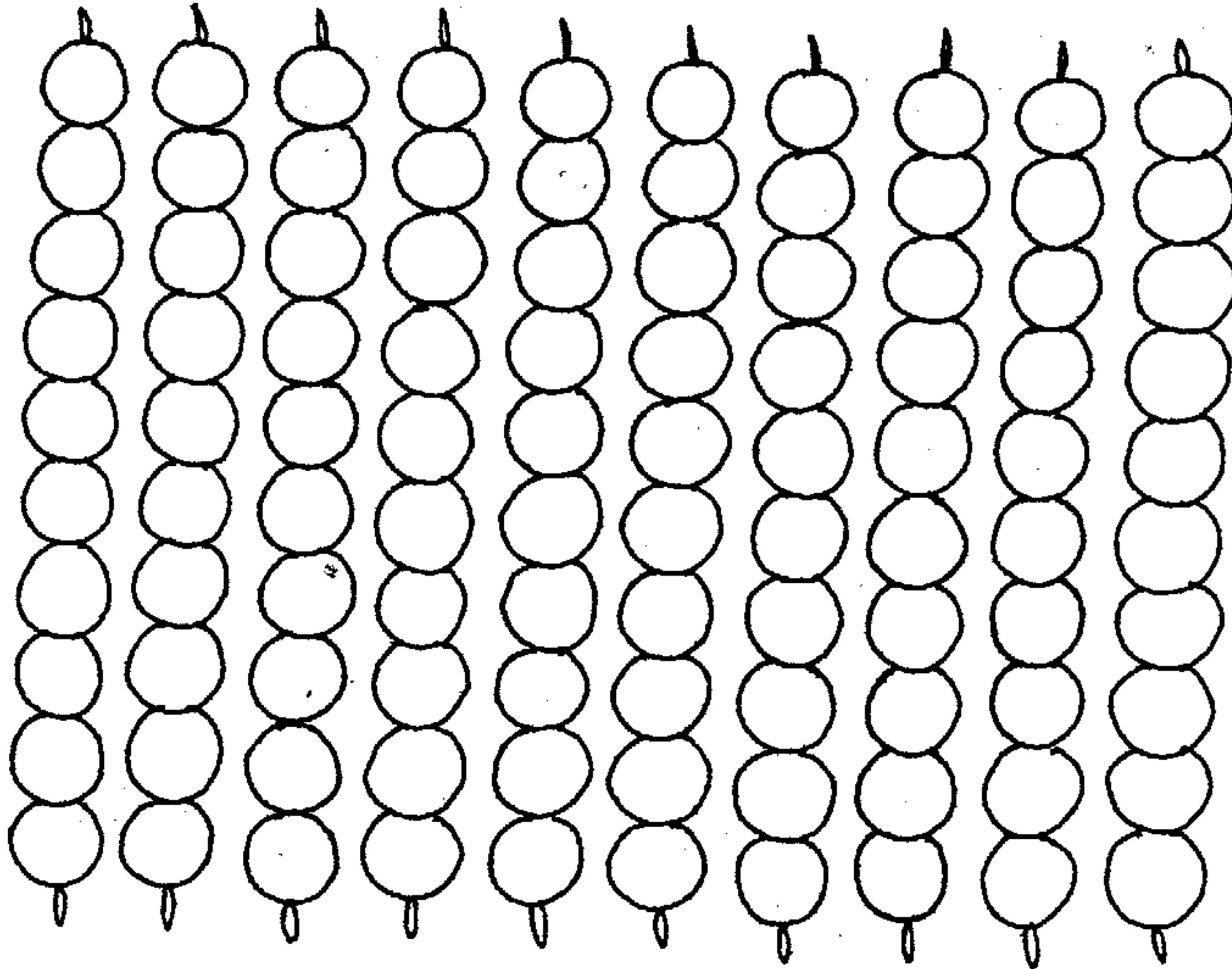

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 4**
**Period: 1**
**Day: 3**
**Topic: Shapes (Reinforcement)**

1. **Objectives**: Children will be able to recognize and match the solid Shapes.

2. **Function:** Matching, colouring.

3. **Material:** Black board, workbooks, pencils, colours, eraser

---

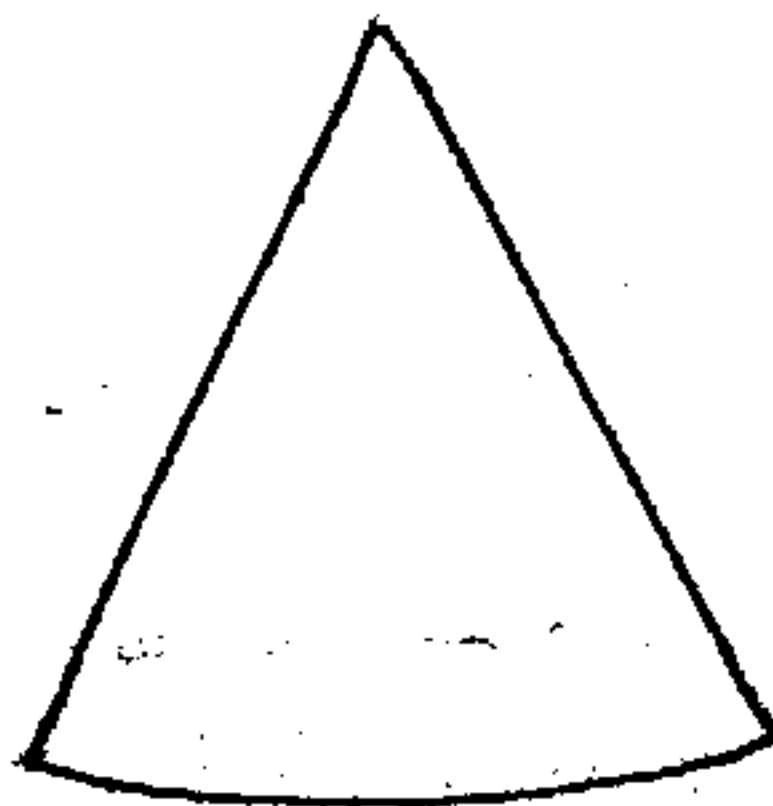
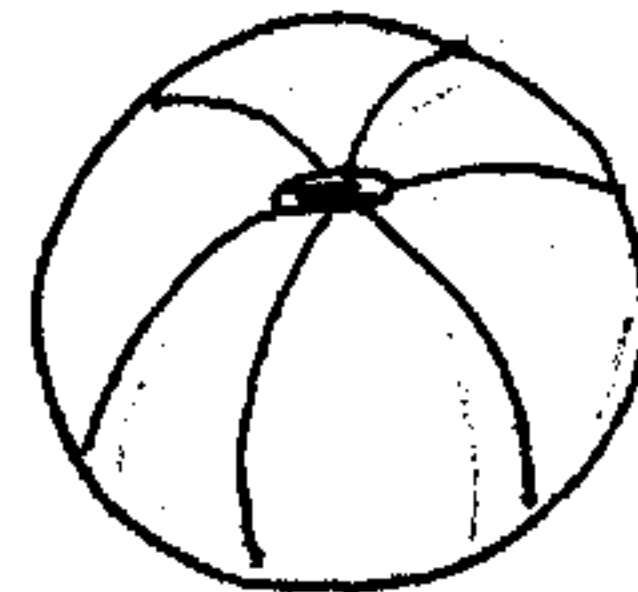
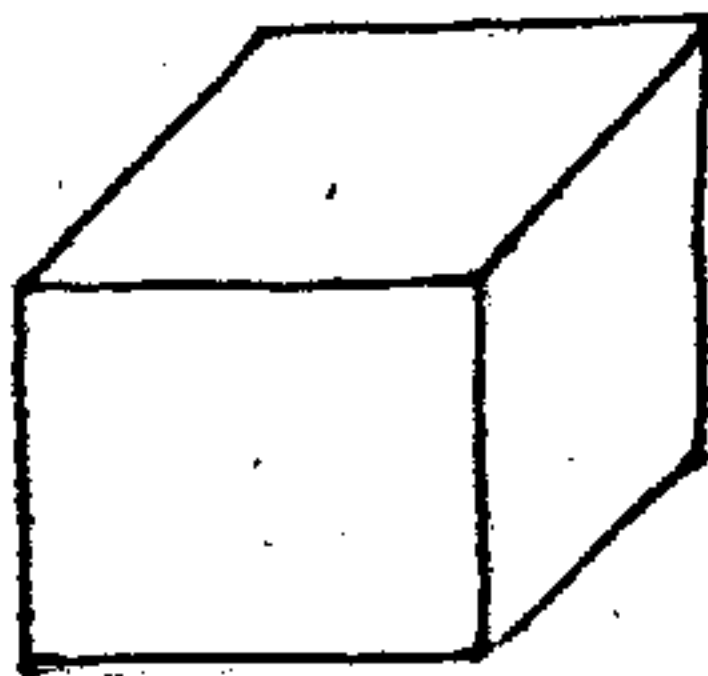
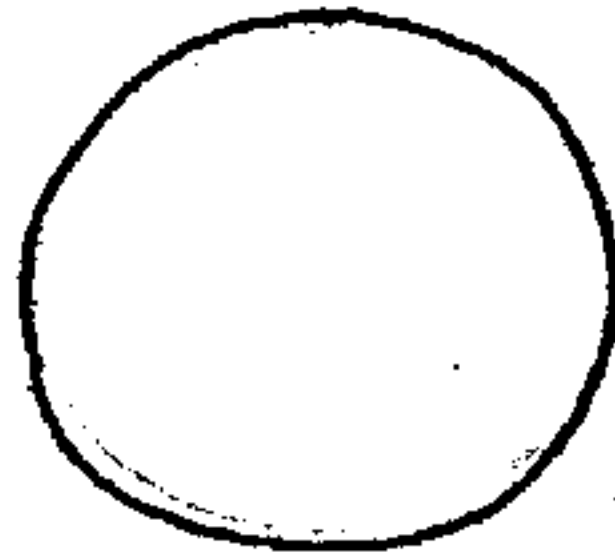
4. **Procedure:**

Explain them on the board that they have to match the same solid shapes and colour then.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 4 | Day: 3 |

Match

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 4**
**Period: 1**
**Day: 4**
**Topic: Fraction (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Understand the concept of whole, half, quarter.
   - Divide the things in three different proportions.
2. **Function**: Colouring
3. **Material**: Black board, workbooks, pencils, eraser, colour, eraser, fraction card, apple, and knife.

---

4. **Procedure:**

Explain on the board that they have to draw a circle showing the fraction of whole, half and quarter.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 4 | Day: 4 |

Draw whole, half and quarter

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 4**
**Periods: 2**
**Day: 5**
**Topic: Addition (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Put things together and count.
   - Understand the sign + ( Plus )

2. **Function**: Counting, writing, colouring.

3. **Material**: Black board, work book, pencils, eraser, colours, flash card counting using of addition + and the following words add, more, total, altogether, put together.

---

4. **Procedure**:

- After discussion from sets of boys and girls in class and show counting first set then the other and counting both sets together.
- Use similar steps with pencils, buttons of two different colours.
- Use black board to give addition exercises both horizontal and vertical adding up to 10 only as they have not been introduced to carry over.
- After introduction the children will do the planned work in work books.
- Keep reinforcing till each child gets a turn and has experienced the concept.

# Worksheet

Date: ____________________ Day: ________________

Level: Prep Term: 4
Week: 4 Day: 5

Addition

$2 + 2 =$ ___

$3 + 1 =$ ___

$1 + 4 =$ ___

$1 + 3 =$ ___

$3 + 2 =$ ___

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 4**
**Period: 1**
**Day: 6**
**Topic: What comes between**

1. **Objectives**: Children will be able to write between numbers to the given number.

2. **Function**: Writing.

3. **Material**: Black board, work book, pencils, eraser, colours.

---

4. **Procedure:**

Explain that they have to write the between number to the given number by giving presentations on the board and verbal responses from students.

2 ____ 4

9 ____ 11 etc.......

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
|---|---|
| Week: 4 | Day: 6 |

What comes between

31 ____ 33

64 ____ 66

49 ____ 51

9 ____ 11

88 ____ 90

75 ____ 77

11 ____ 13

# Lesson Plan

Level: Prep
Term: 4
Week: 5

| Topic/Concept | Verbal Communication | Written Work | Assessment |
|---|---|---|---|
| * Reinforcement of<br>- Time<br>- Counting<br>- Subtraction<br>- Odd and even numbers<br>- Concepts<br>- Shapes | - Counting 1 – 100<br>- Subtraction<br>- Odd and even number<br>- Concept<br>- Shapes | - Counting<br>- Subtraction<br>- Odd and & numbers<br>- Concept (colouring)<br>- Shapes | Yes |

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 5**
**Periods: 2**
**Day: 1**
**Topic: Time – O' clock (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Develop understanding of the mechanical movement of time.
   - Associating 'o' clock times with times of the day.
2. **Function:** Writing
3. **Activity:** Singing rhyme 'this is the time we….,' toy clock activity.
4. **Material:** Black board, workbooks, pencils colours, eraser, toy clock.

---

5. **Procedure:**

- Show a wall clock to the children and ask them.
  - What numbers are on its face?
  - What number is at the top?
  - What number is at the bottom?
- Cover up a number and ask what it is.
- Repeat for the other numbers.
- Print out the long (minute) hand and short (hour) hand.
- Ask the children why we use clocks and where they see clocks.
- Use drawings to suggest particular times of day.
- Show them different times (o' clock) on a toy clock, 2 o' clock and so on.
- Tell them time and ask them to show it on the toy clock.
- Sing the rhyme in group.
- After introduction the children will do work related to concept of time on the workbooks.

# Worksheet

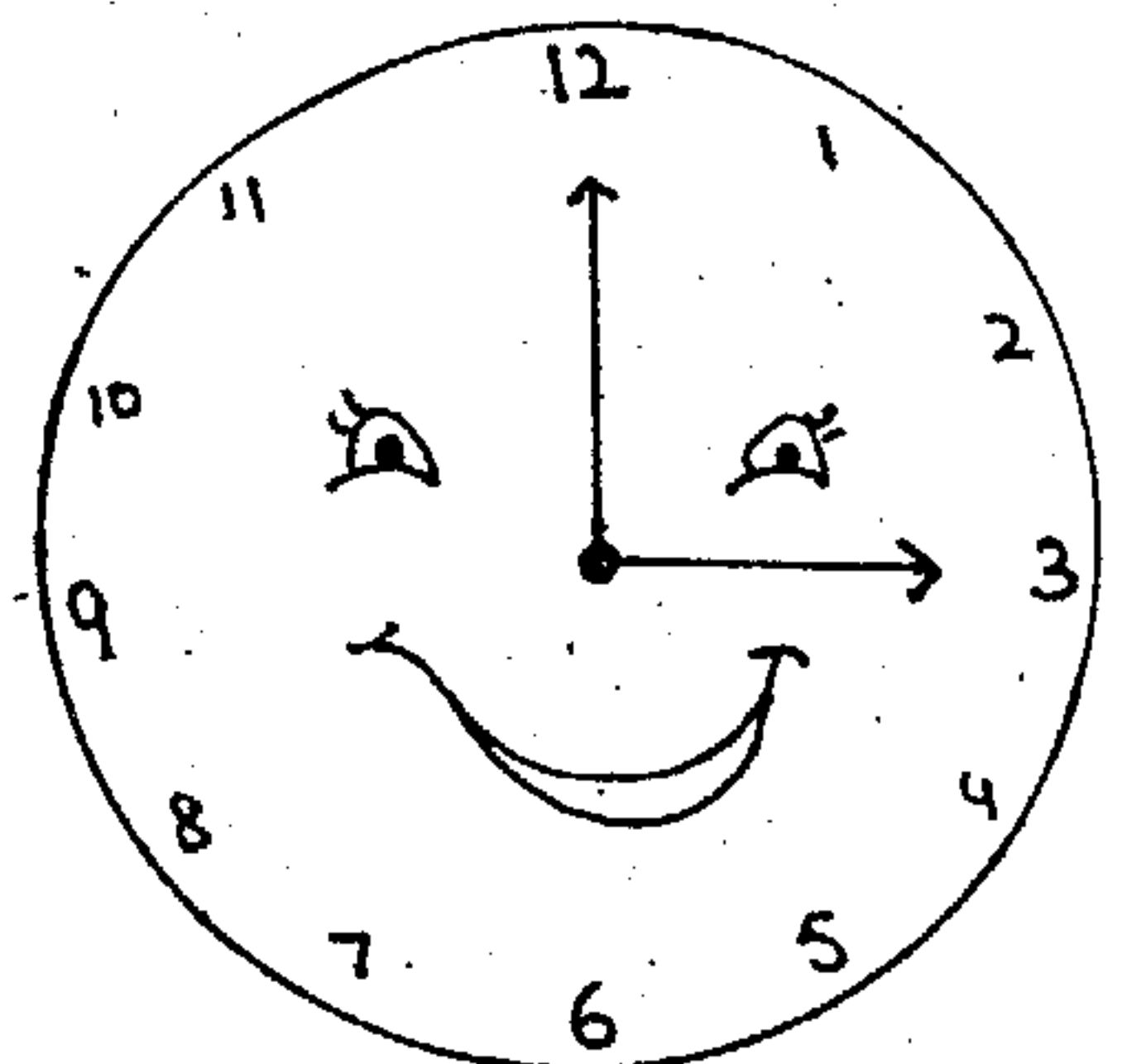
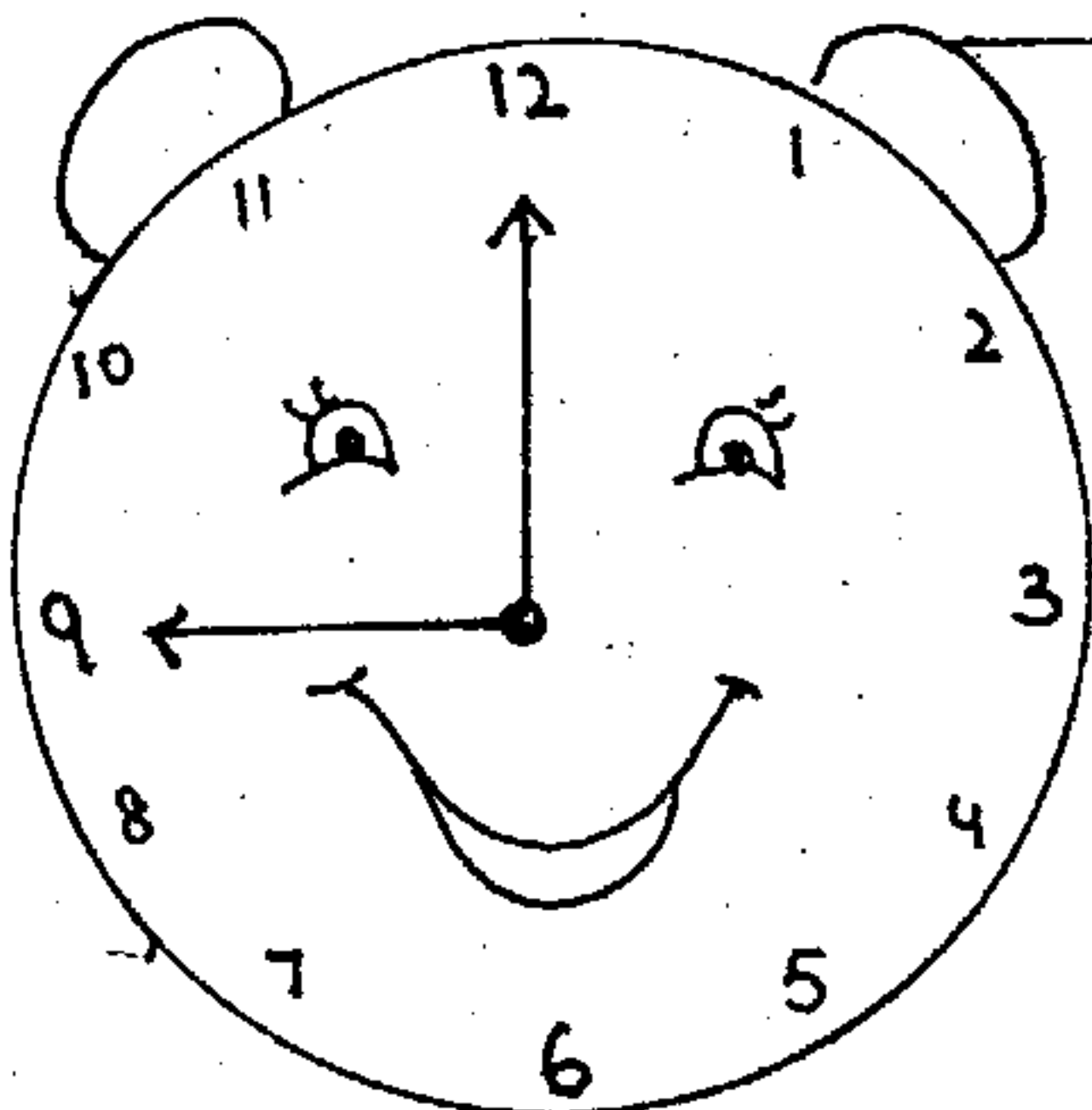
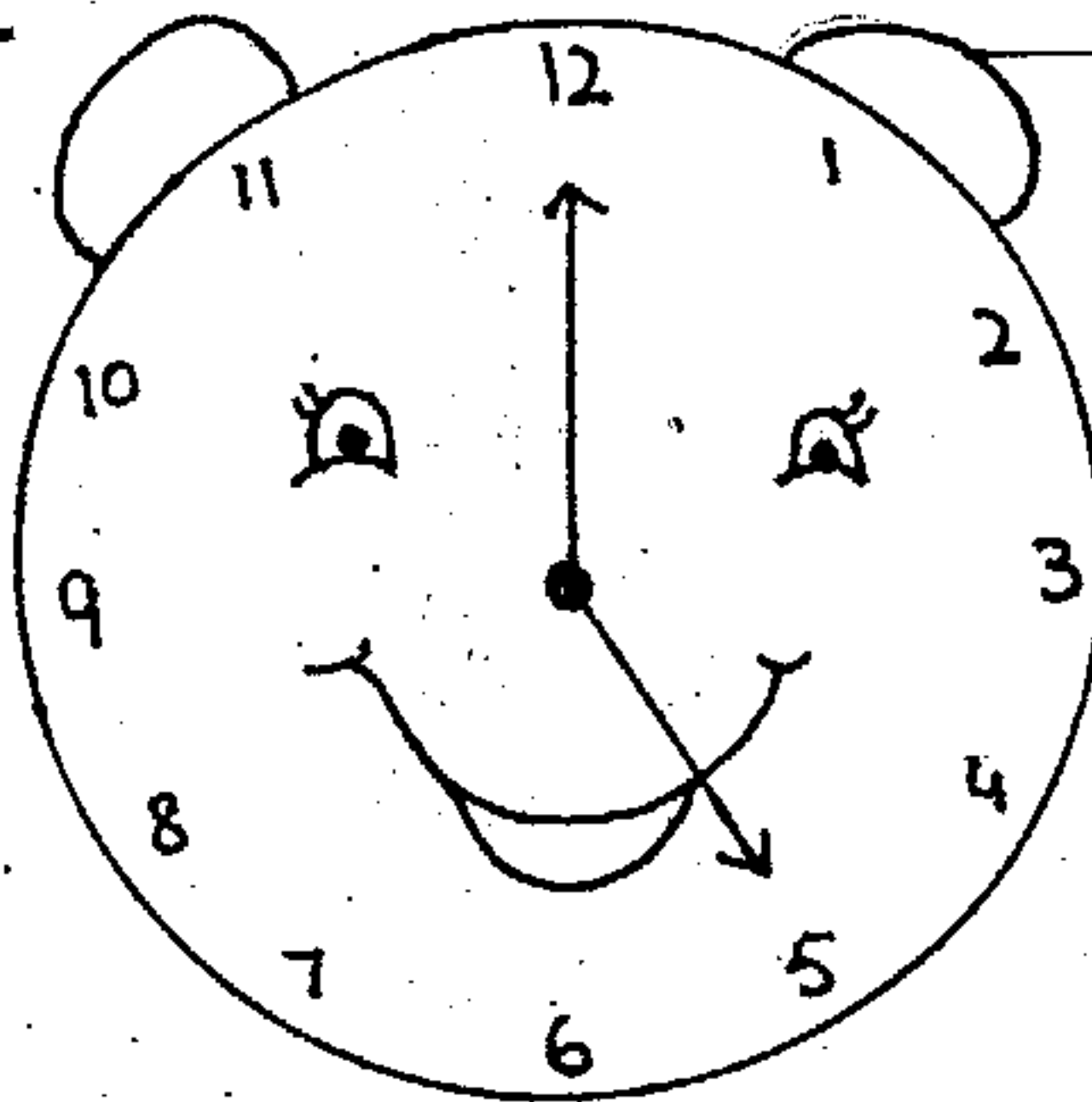
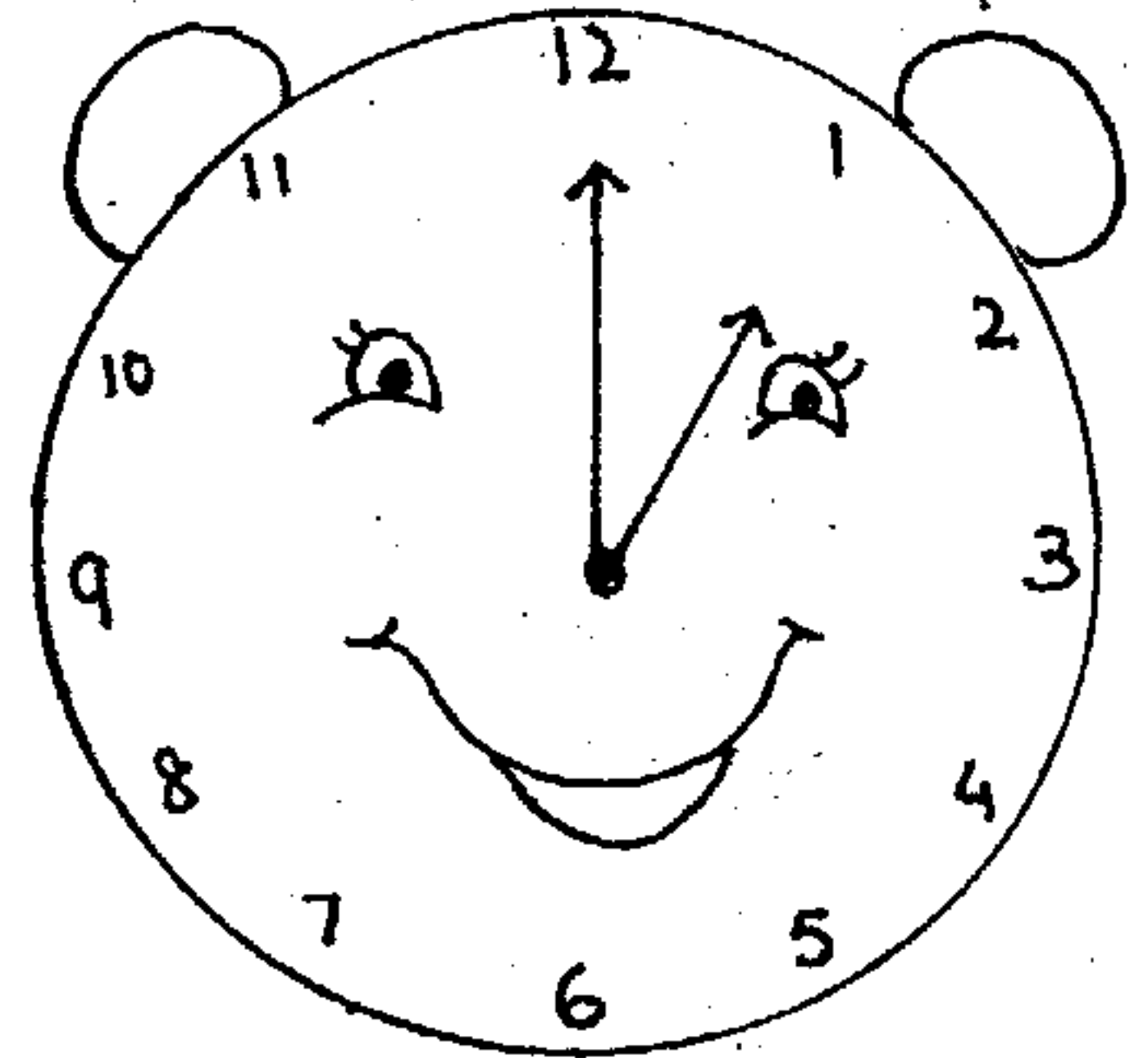
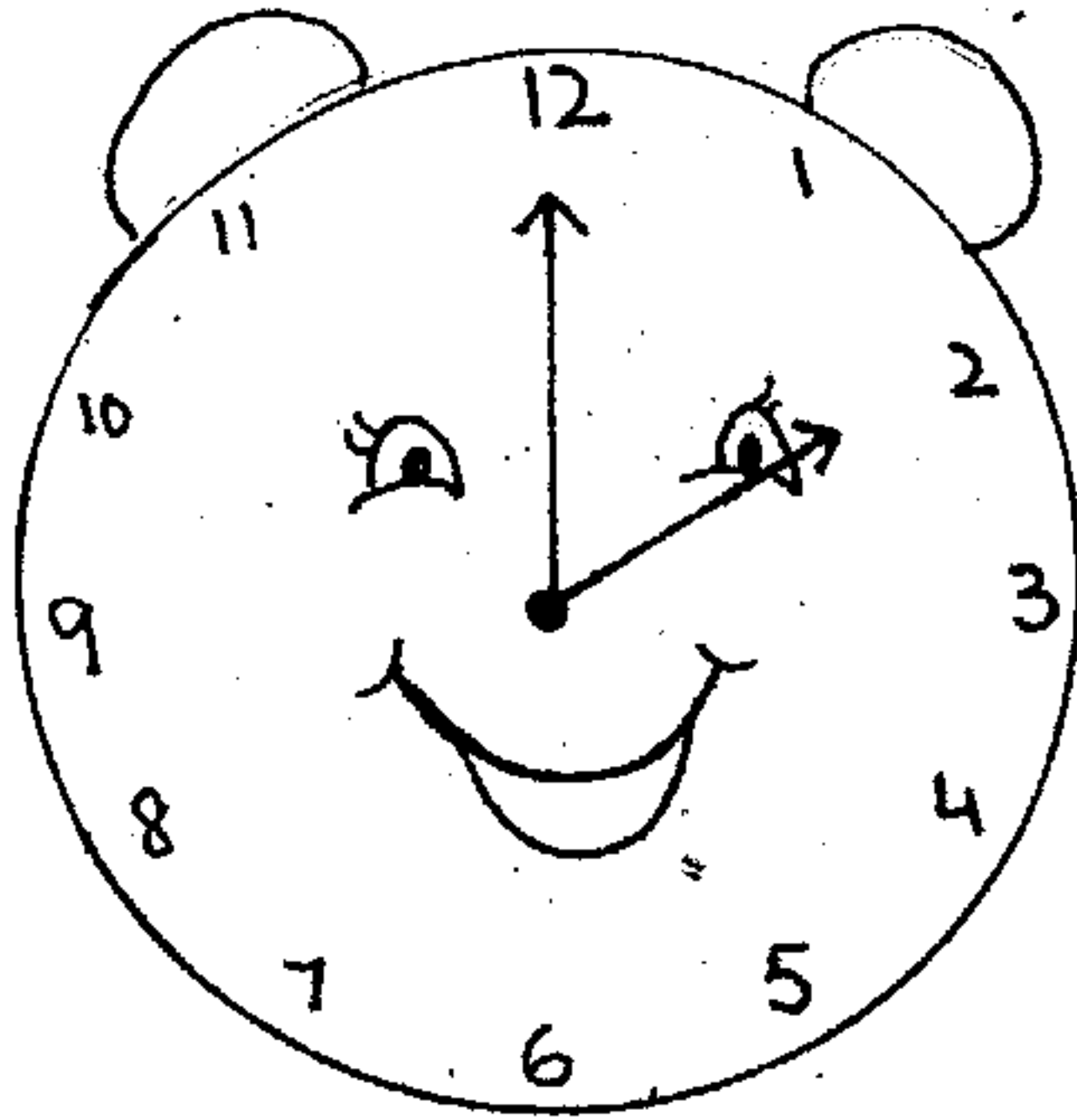
Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 5 | Day: 1 |

Tell the time in 'o' clock

______________________ ______________________

______________________

______________________ ______________________

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 5**
**Period: 1**
**Day: 2**
**Topic: Counting 71 - 100**

1. **Objectives**: Children will be able to recognize learns and write counting in sequence with colour code of tens and units.

2. **Function**: Writing.

3. **Activity**: Tens and units activity, assigning and activity.

4. **Material**: Blackboard, workbooks, pencils, eraser, colour, chart of Counting 71 – 100

---

5. **Procedure**:

- Oral drill of counting from 1 – 100 will be done first.
- Explain that what are 'ty' numbers and what are teen numbers. Numbers, which end on zero and on 'ty' sound are called 'ty' number i.e. 20, 30, 40, 50, 60, 70, 80 and 90. Number which end on the sound of teen and called teen numbers. They are 13, 14, 15, 16, 17, 18 and 19. Show the cards of 'ty' and 'teen' number, which are already placed in the class.
- Write counting on the board from 71 – 100. Recite it for many times in group
- Explain that they have to write counting from 71 – 100 in the book with colour code of tens and units.
- They also have to arrange number cards from 71 – 100 individually.
- Divide them in three groups and switch groups when each has finished the assigned activity.

**Group-I**

They'll do the following activity.
They'll take one bar and put the small card of 10 with it. Then two bars and will place a card of 20 and so on. Similarly with teen numbers. One bar and 3 beads are 13. Two bars and four beads are 14 and so on.

**Group – II**

They will arrange numbers cards from 71 – 100.

**Group-III**

The will do writing practice from 71 – 100 on workbook.

# Worksheet

Date: ____________________ Day: ________________

Level: Prep
Week: 5

Term: 4
Day: 2

Write numbers from 71–100

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 5**
**Period: 1**
**Day: 3**
**Topic: Odd and even numbers (Reinforcement)**

1. **Objectives**: Children will be able to recognize, learn and write odd and even numbers.

2. **Function**: Writing.

3. **Activity**: Sort out odd and even numbers.

4. **Material**: Black board, workbooks, pencils, eraser, colours, flash cards of odd and even numbers.

---

5. **Procedure**:

- Explain the written work on the board that they have to write odd and even numbers in the given pictures. They will also have to sort out odd and even numbers.
- Divide then in groups.

**GROUP – I**

They will do sorting activity.

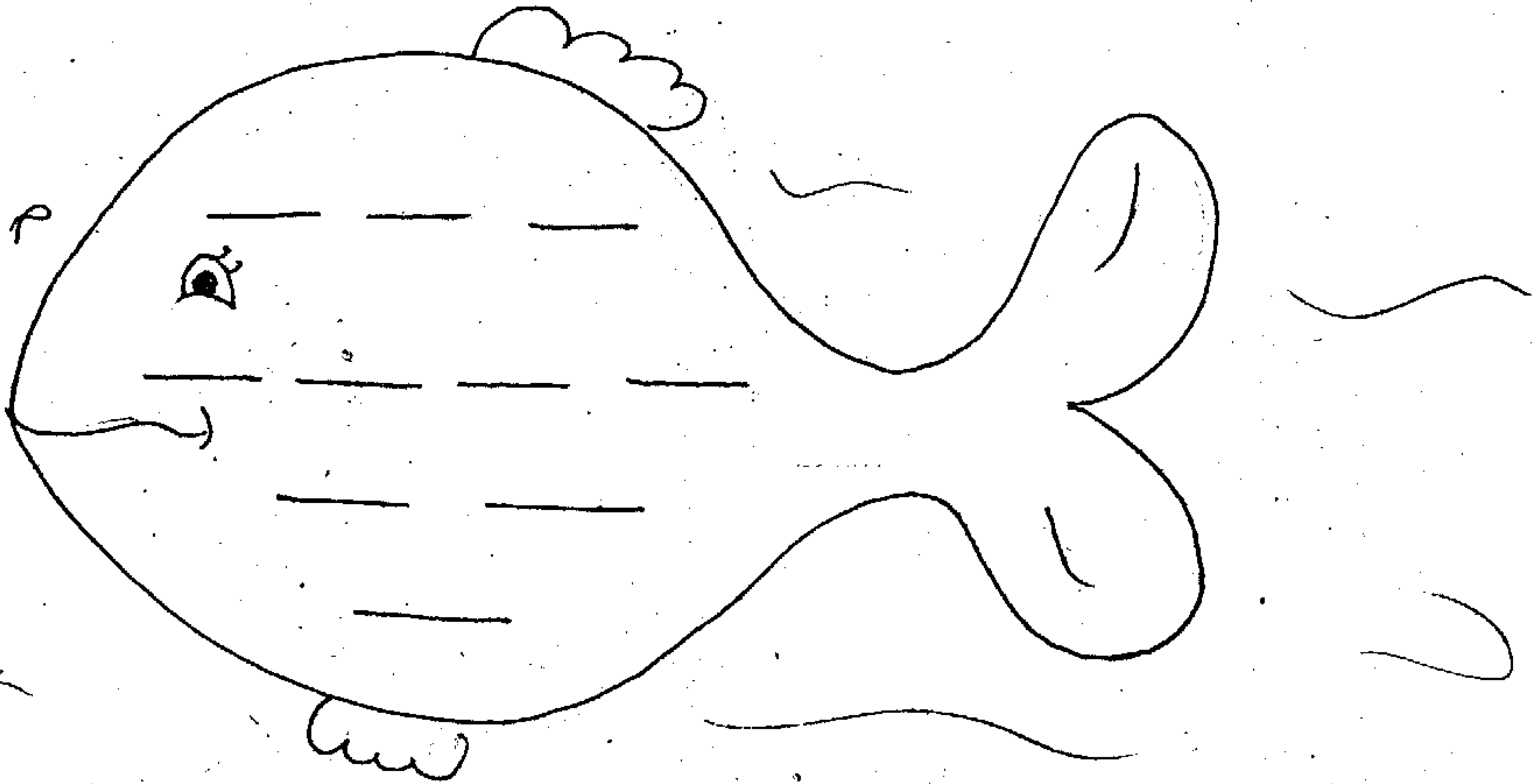
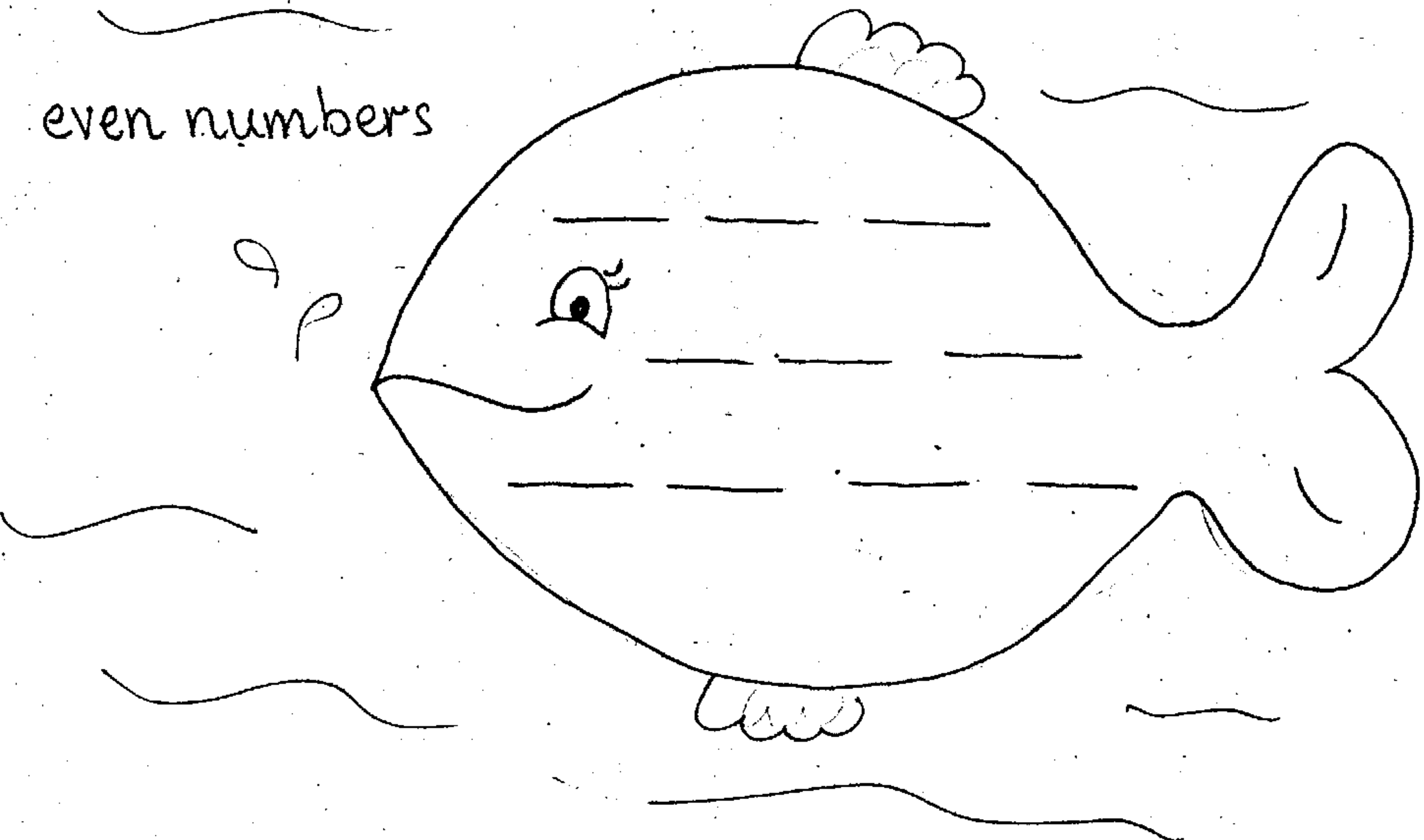
**GROUP – II**

They will do written work on workbooks.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 5 | Day: 3 |

Write odd and even numbers 1–20

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 5**
**Periods: 2**
**Day: 4**
**Topic: Concept of heavy/light (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Develop the concept of heavy/light.
   - Compare between heavy/light objects.

2. **Function:** Colouring.

3. **Material:** Black board, workbooks pencil, colour, eraser, real objects for weight or balancing exercise.

---

4. **Procedure:**

- Explain and draw two light and two heavy things on the board and colour then.
- Give a number of examples from the environment related to this concept with the help of real objects.
- Draw and colour 2 lights things.

# Worksheet

Date: ______________________ Day: ____________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 5 | Day: 4 |

Draw and colour a light thing

Draw and colour a heavy thing

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 5**
**Periods: 2**
**Day: 5**
**Topic: Subtraction (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Develop the concept of subtraction.
   - Emphasize that quantity reduces after taking away less quantity will be left.
   - Introducing the symbol.
   - Give them the idea of horizontal sums.
2. **Function:** Counting, writing, colouring.
3. **Material:** Black board, workbooks, pencils colours, eraser, buttons, bottle caps.

---

2. **Procedure:**

- Explain that they have to do sums of subtraction independently.
- Do the sums on the board by calling each child and give a chance to solve the sums.

# Worksheet

Date: ____________________ Day: ________________

Level: Prep
Week: 5

Term: 4
Day: 5

Subtraction

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| | | | | | | | | | |
| | | 6 | | | 5 | | | 2 | |
| | – | 2 | | – | 3 | | – | 1 | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | 4 | | | 3 | | | |
| | | – | 2 | | – | 1 | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

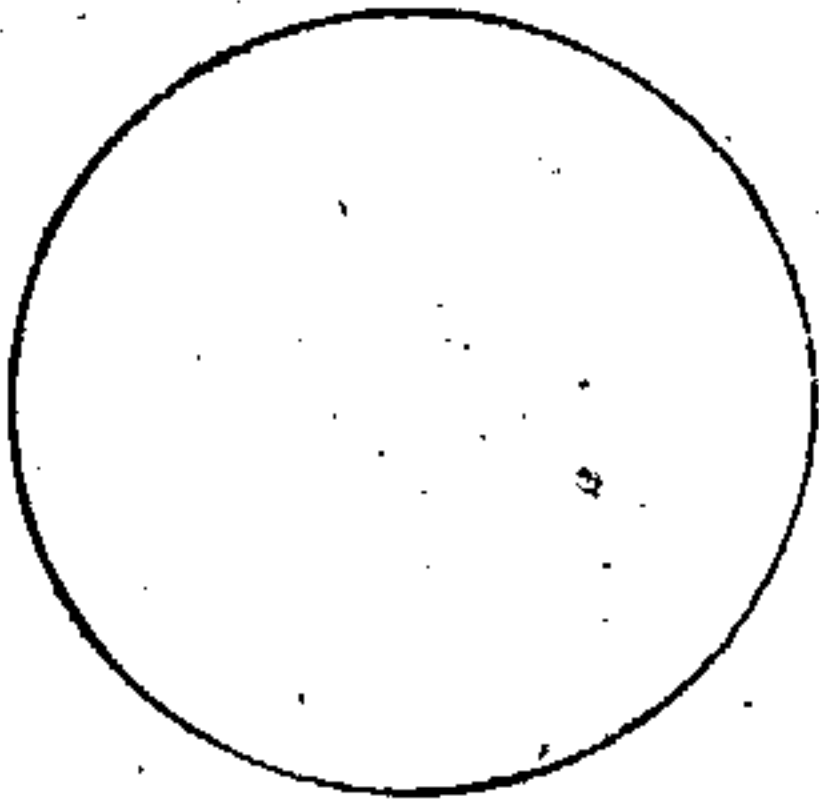
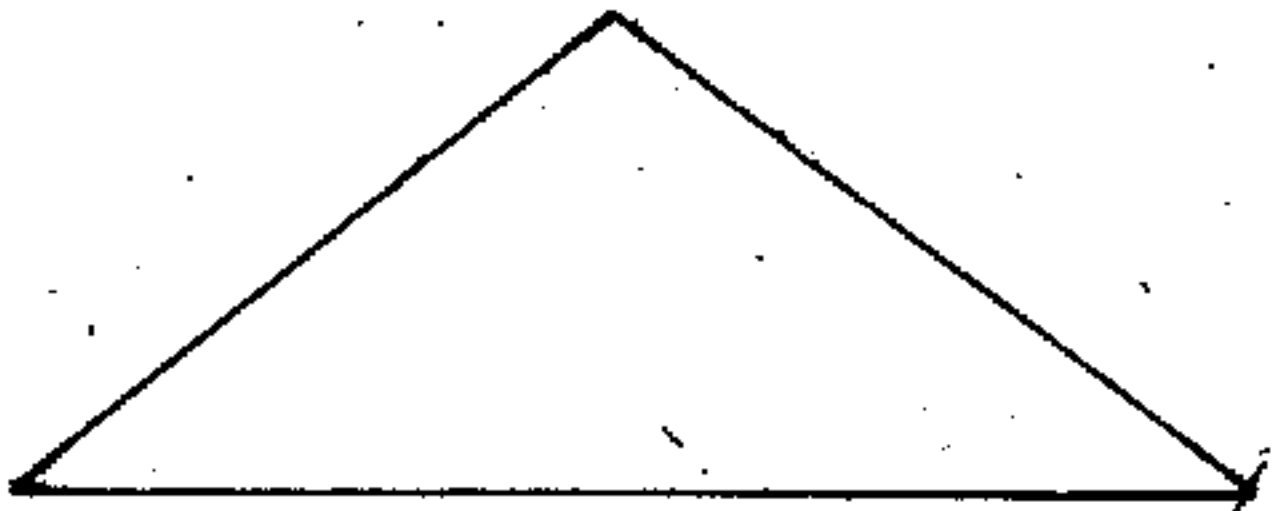
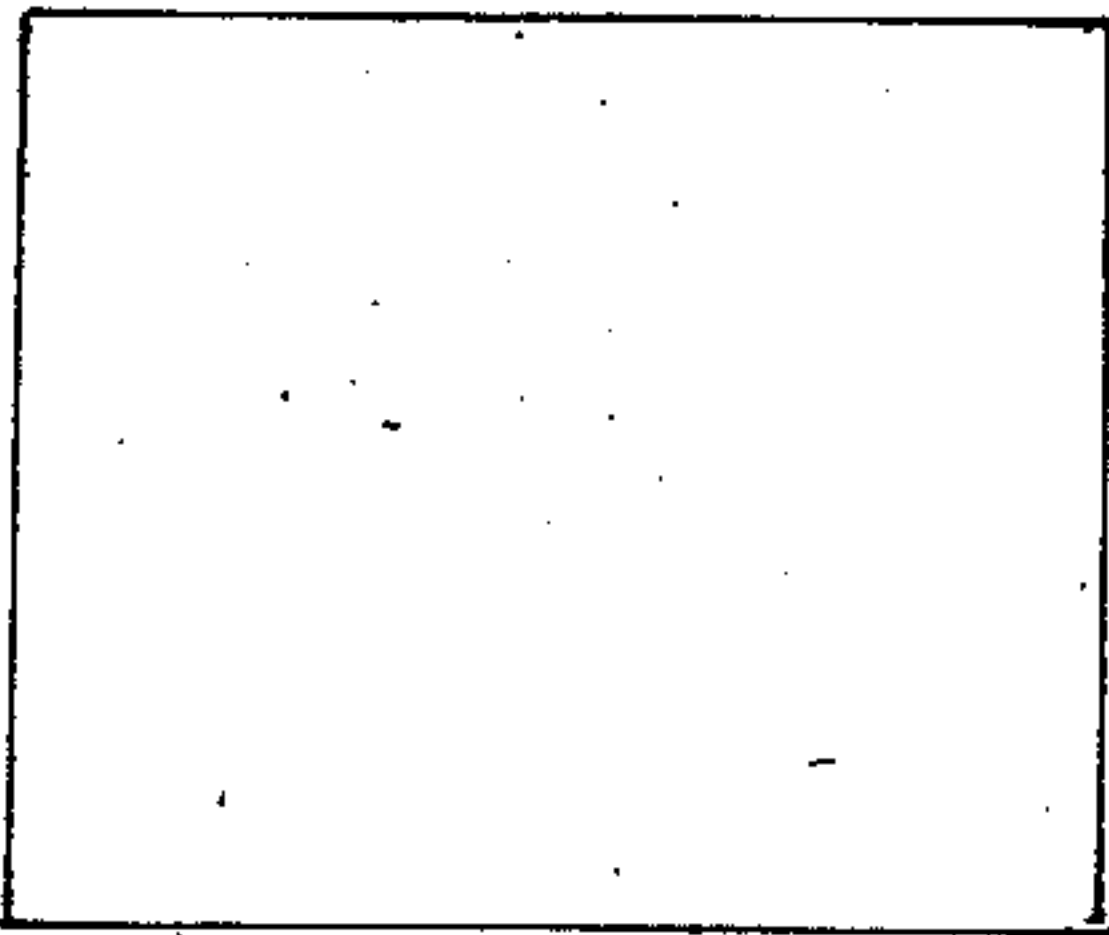
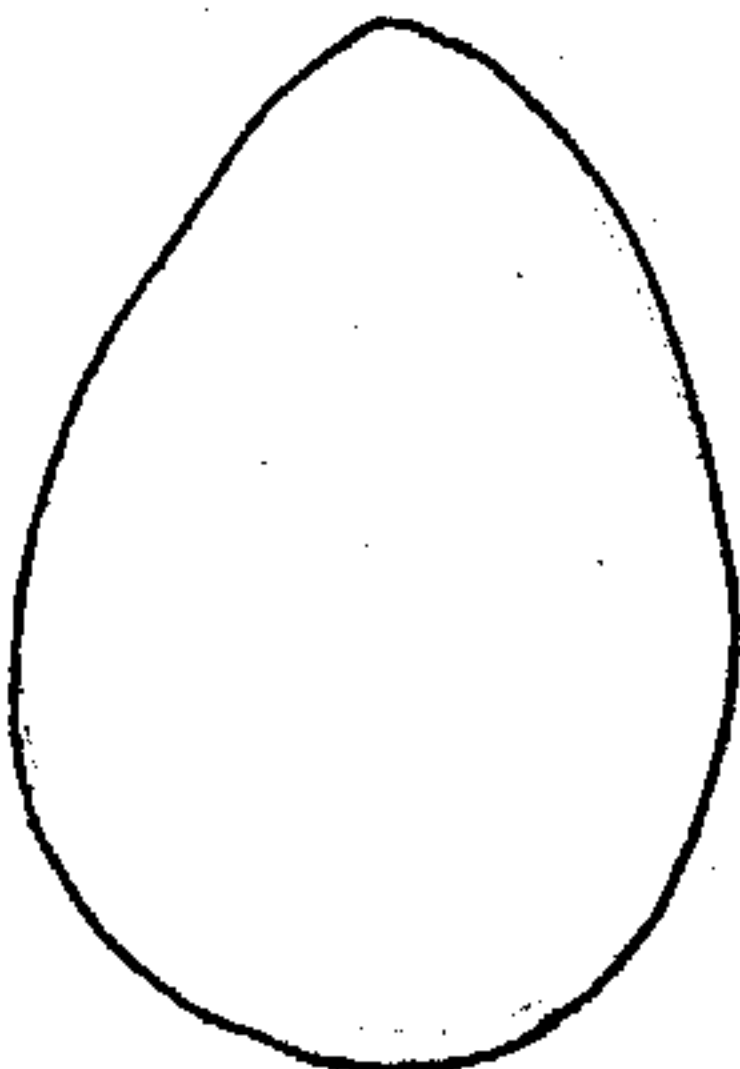
# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 5**
**Period: 1**
**Day: 6**
**Topic: Shapes (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Recognize flat shapes and write their spelling.
   - Make sets.
2. **Function**: Writing, colouring.
3. **Material**: Black board, work book, pencils, eraser, colours.

---

4. **Procedure:**

Explain the given task on the board that they have to write spellings of the given shapes. A revision drill will first be done on the board before children begin on their own. Let the children draw shapes on loose sheets as fun and practice.

# Lesson Plan

Level: Prep
Term: 4
Week: 6

| Topic/Concept | Verbal Communication | Written Work | Assessment |
|---|---|---|---|
| * Reinforcement of<br>- Counting<br>- Backward counting<br>- Fraction<br>- Time<br>- Number in words<br>- Addition | - Counting 1 – 100<br>- Backward counting 20 – 1<br>- Fraction<br>- Time<br>- Number in words | - Counting<br>- Backward counting<br>- Fraction<br>- Time<br>- Number in words | Yes |

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 6**
**Periods: 2**
**Day: 1**
**Topic: Addition (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Put things together and count.
   - Understand the sign + ( Plus )

2. **Function**: Counting, writing, colouring.

3. **Material**: Black board, work book, pencils, eraser, colours, flash card counting using of addition + and the following words add, more, total, altogether, put together.

---

2. **Procedure:**

Explain to them that they have to solve sums of addition independently after a little practice with the teacher on the board.

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 6**
**Period: 1**
**Day: 2**
**Topic: Counting (Reinforcement) 50 -100**

1. **Objectives**: Children will be able to recognize learns and write counting from 50-100 in sequence with colour code of tens and units.

2. **Function**: Writing.

3. **Material**: Blackboard, workbooks, pencils, eraser, colour, chart of Counting.

---

4. **Procedure:**

Explain the planned task that write counting with colour code of tens and units.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
|---|---|
| Week: 6 | Day: 2 |

Write numbers from 50 – 100

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 6**
**Period: 1**
**Day: 3**
**Topic: Fraction (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Understand the concept of whole, half, quarter.
   - Divide the things in three different propositions.
2. **Function**: Colouring
3. **Activity**: Fraction cards.
4. **Material**: Black board, workbooks, pencils, eraser, colour, eraser, fraction card, apple, and knife.

---

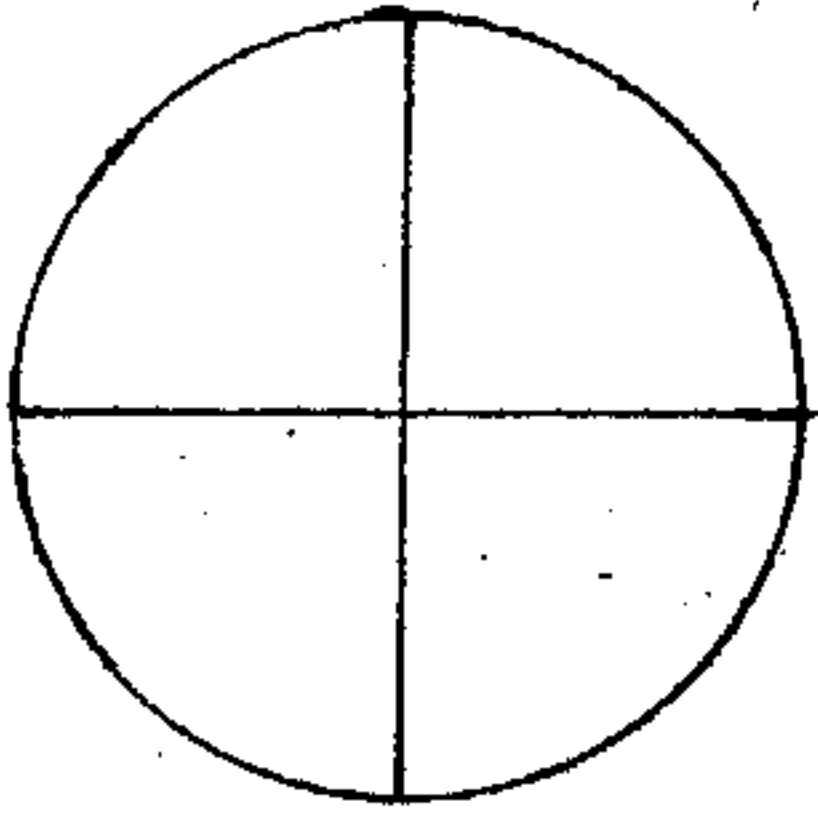
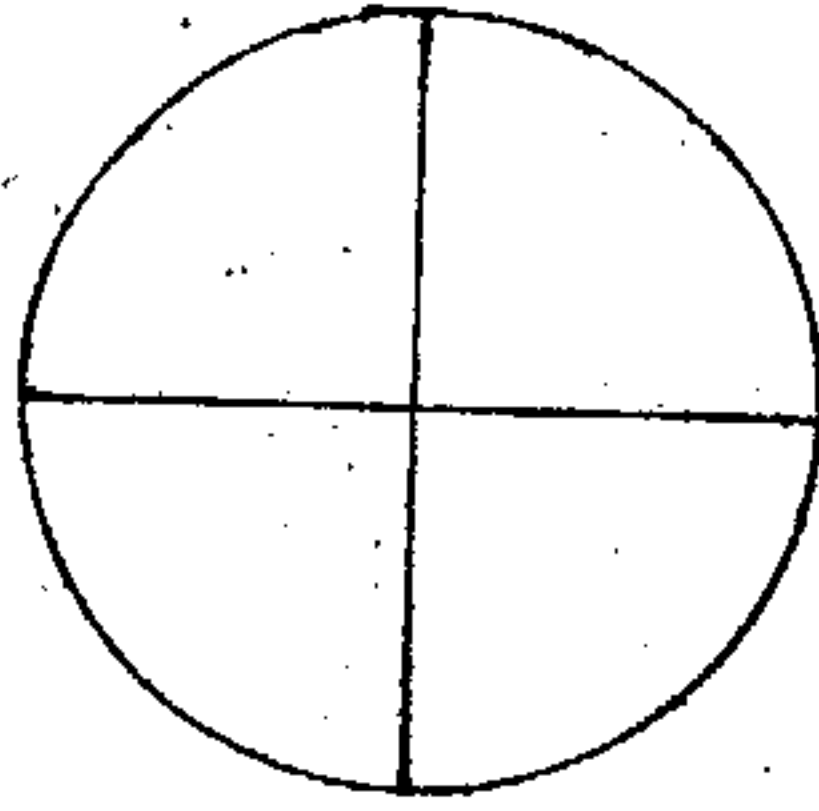
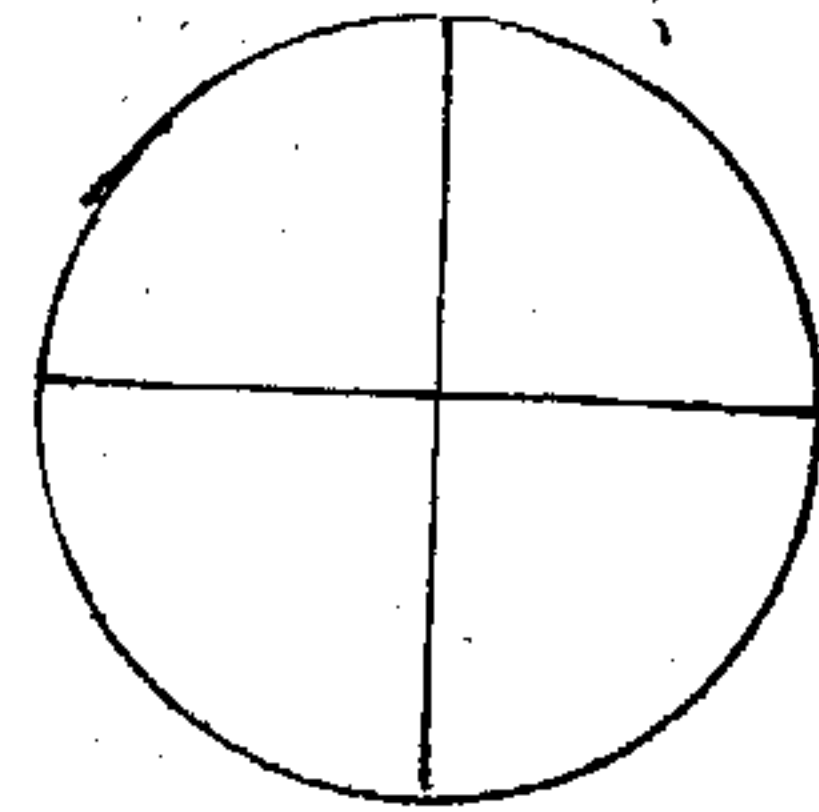
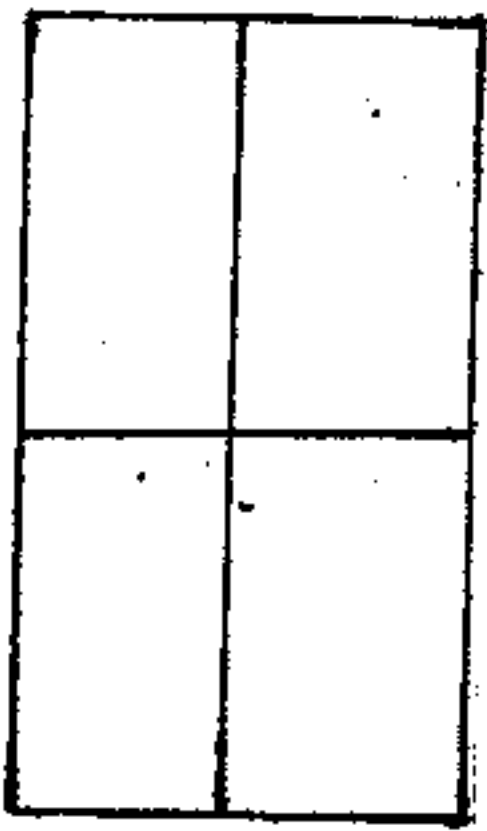
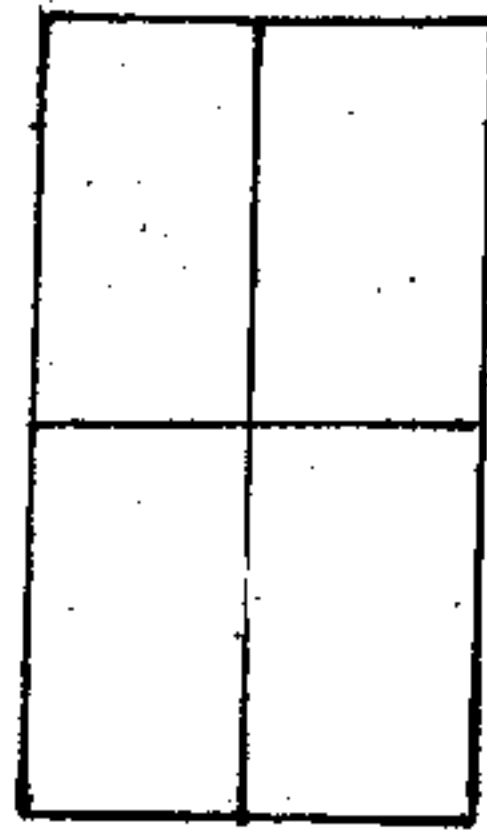
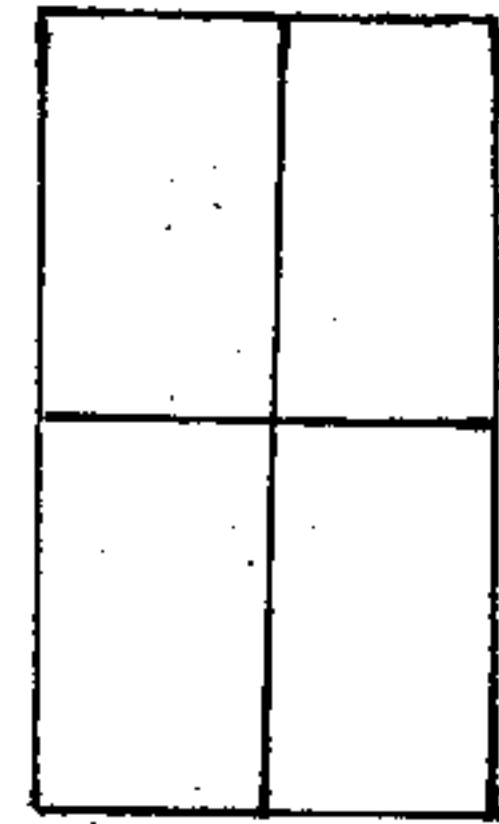
5. **Procedure:**

Explain the work on board that they have to colour the given fraction. Follow instructions given earlier in the introduction of fractions.

# Worksheet

Date: ________________ Day: ________________

Level: Prep
Week: 6
Term: 4
Day: 3

Read and colour

whole quarter half

quarter whole half

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 6**
**Period: 1**
**Day: 4**
**Topic: Backward counting 20 – 1 (Reinforcement)**

1. **Objectives**: Children will be able to count and write number in backward order from 20 – 1.

2. **Function**: Writing, oral drills.

3. **Activity:** Singing rhyme 'five little speckled frogs…'from the cassette.

4. **Material**: Black board, work book, pencils, eraser, colours, chart of backward counting.

---

5. **Procedure:**

- Explain to the children on the board that they have to write back ward counting and will have to do activity related to backward numbers.
- Divide them in groups and let them do independent work.

# Worksheet

Date: ____________________ Day: ________________

Level: Prep
Week: 6

Term: 4
Day: 4

Write backward numbers 20-1

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 6**
**Period: 1**
**Day: 5**
**Topic: Time – Half Past.**

1. **Objectives**: Children will be able to:
   - Develop understanding of the mechanical movement of time.
   - Associating 'o' clock times with times of the day and introduction of new concept of half past.
2. **Function:** Writing
3. **Activity:** Singing rhyme, toy clock activity.
4. **Material:** Black board, workbooks, pencils colours, eraser, toy clock.

---

5. **Procedure:**

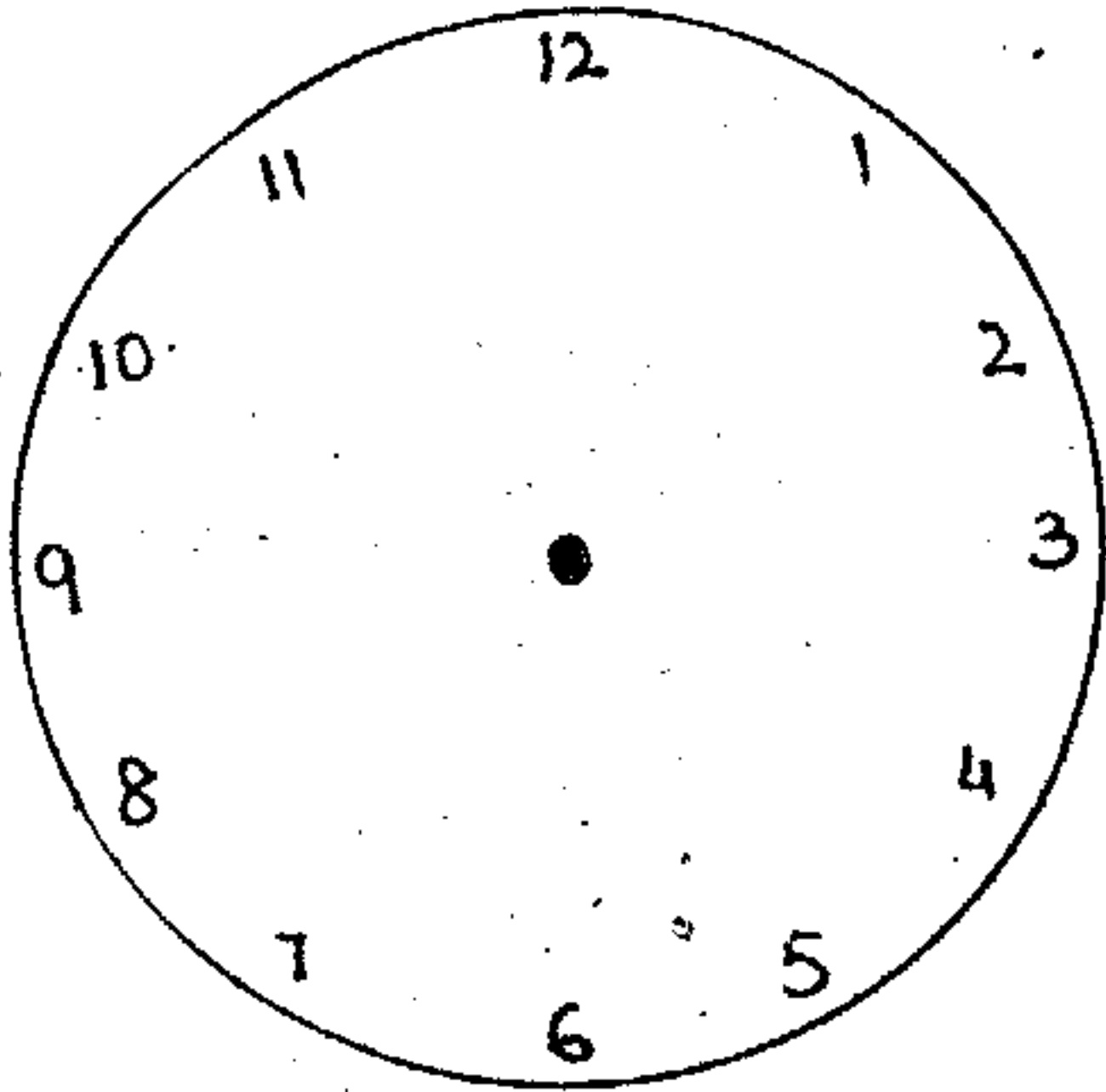
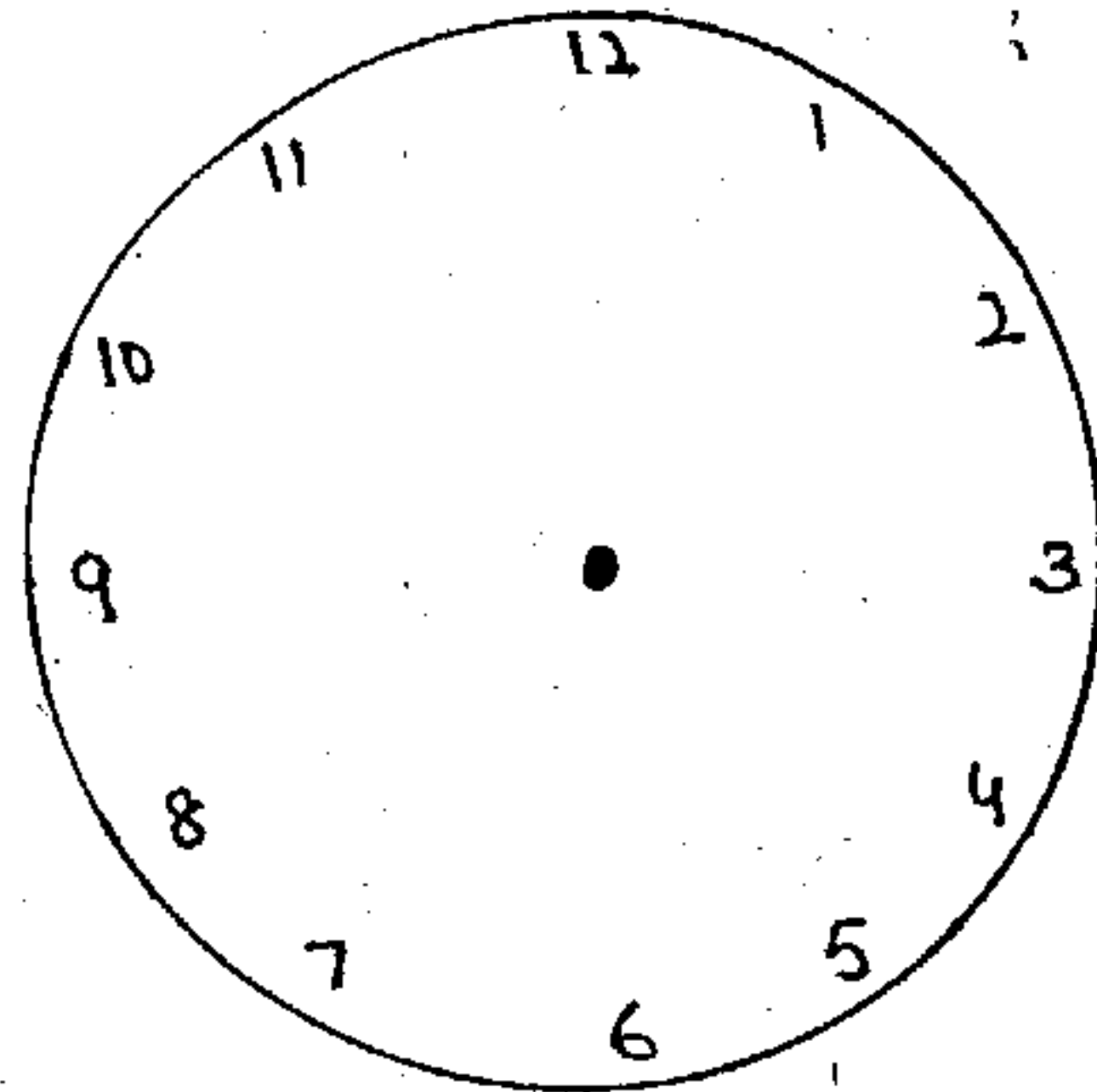
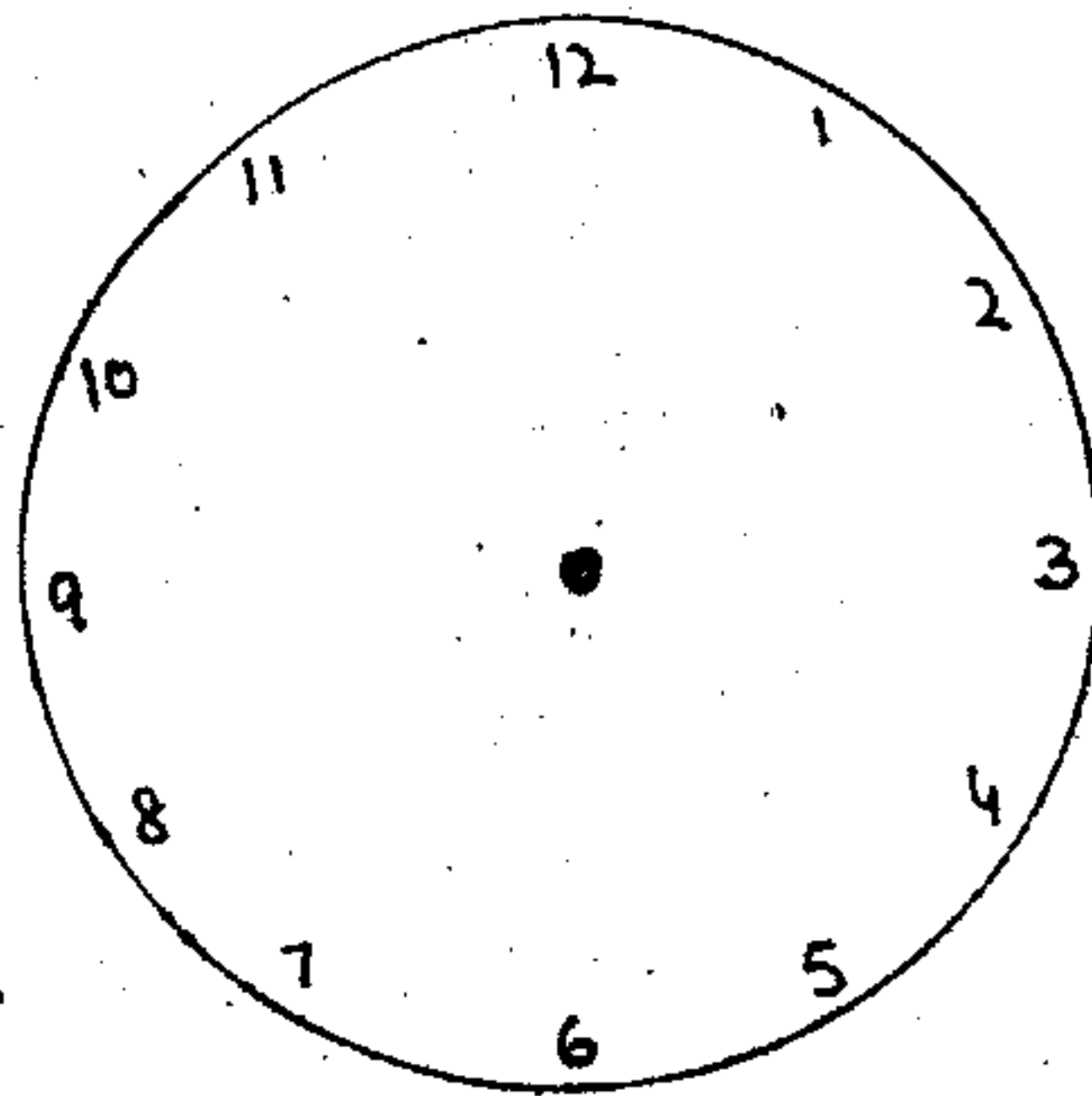
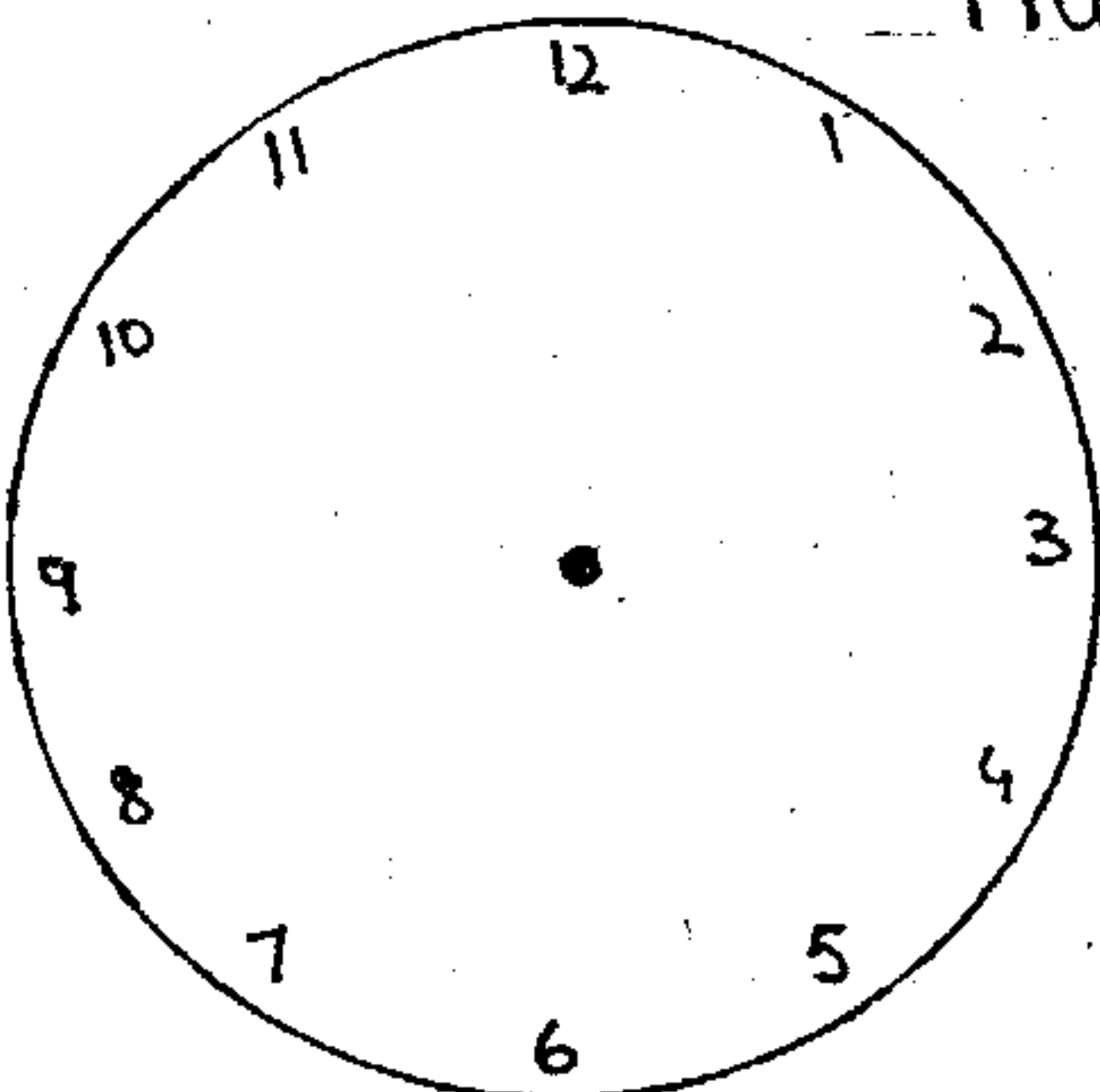
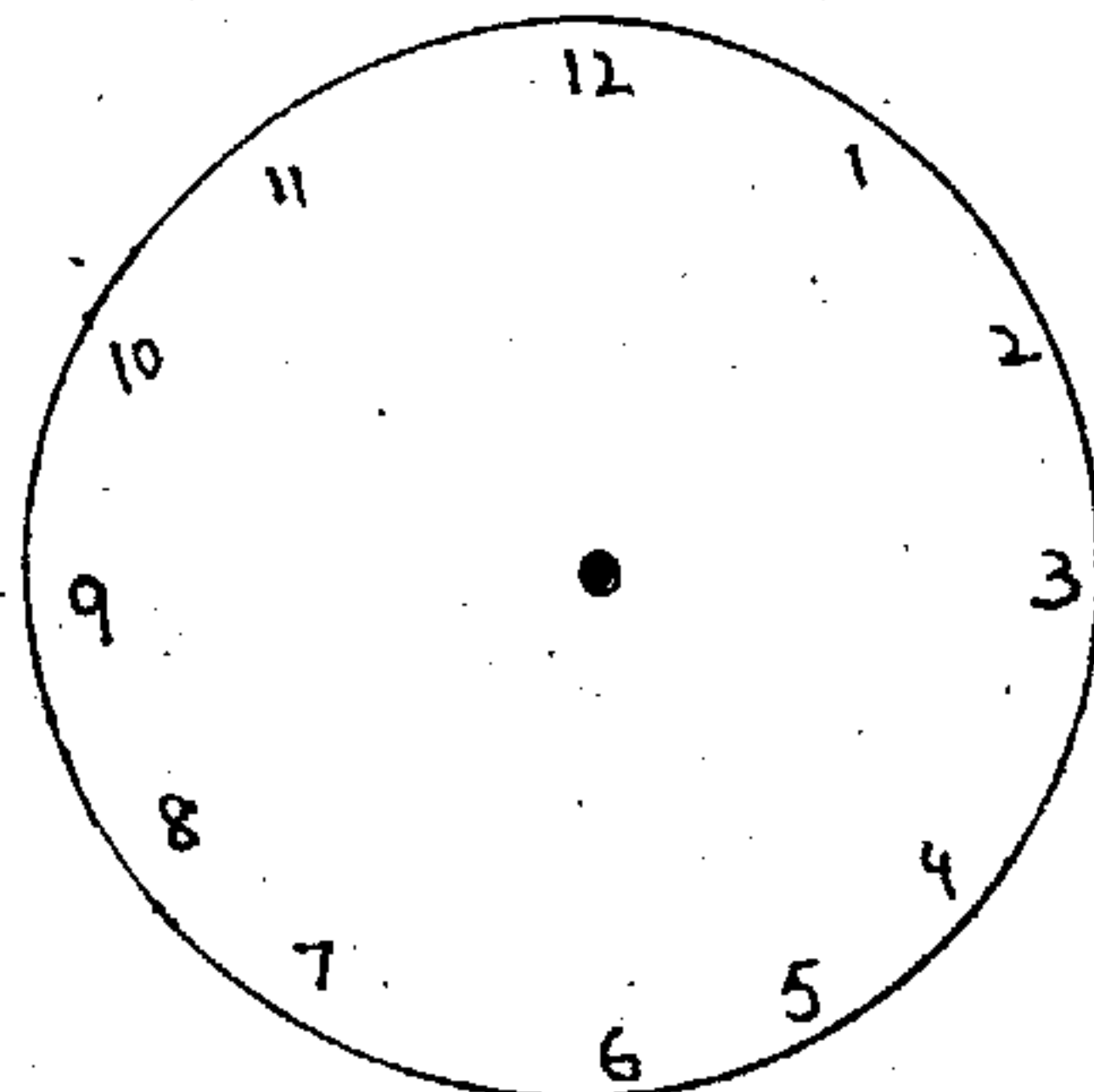
- Show a wall clock to the children and ask them.
  - What numbers are on its face?
  - What number is at the top?
  - What number is at the bottom?
- Cover up a number and ask what it is.
- Repeat for the other numbers.
- Print out the long (minute) hand and short (hour) hand.
- Ask the children why we use clocks and where they see clocks.
- Use drawings to suggest particular times of day.
- Show them different times (o' clock) on a toy clock, 2 o' clock and so on and now correspond it with the concept of half past and also identify the location of the clock hands in this concept.
- Tell them time and ask them to show it on the toy clock.

- Tell the children that in half past the big or long hand of the clock is always on 6.
- Sing the rhyme in group.
- After introduction the children will do work related to concept of time on the workbooks.

# Worksheet

Date: ________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 6 | Day: 5 |

Draw hands to show half past

Half past 2

Half past 7

Half past 5

Half past 3

Half past 6

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 6**
**Period: 1**
**Day: 6**
**Topic: Number in words (Reinforcement)**

1. **Objectives**: Children will be able to write, recognize and learn number in words.

2. **Function**: Writing and colouring.

3. **Material**: Black board, workbooks, pencils, eraser, colour, flash cards of numbers in words and some real objects.

---

2. **Procedure:**

Explain the planned work on the board that they have to write the spellings of the given numbers as per the assigned worksheet.

# Worksheet

Date: ____________________ Day: ________________

Level: Prep
Week: 6

Term: 4
Day: 6

Write numbers in words

55 =

13 =

87 =

11 =

18 =

15 =

90 =

# Lesson Plan

Level: Prep
Term:
Week: 7

| Topic/Concept | Verbal Communication | Written Work | Assessment |
|---|---|---|---|
| * Reinforcement pf<br>- Counting<br>- Backward counting<br>- Shapes<br>- Number in words<br>- Time<br>- Addition & subtraction | - Counting 1 – 100<br>- Backward counting 20 – 1<br>- Shapes<br>- Fraction<br>- Number in words<br>- Time<br>- Addition and subtraction | - Counting<br>- Backward counting<br>- Shapes<br>- Fraction<br>- Number in words<br>- Time<br>- Addition and subtraction | Yes |

# Lesson Plan

**Level: Prep**
**Term: 3**
**Week: 7**
**Periods: 2**
**Day: 1**
**Topic: Addition and subtraction (Reinforcement)**

1. **Objectives**: Children will be able to solve addition and subtraction Sums independently.

2. **Function:** Writing.

3. **Material:** Blackboard, workbooks, pencil, eraser counter

---

4. **Procedure:**

- Write all the sums on the board.
- Call each child to solve at least one sum.
- Rub the board and give them workbooks for written work.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
|---|---|
| Week: 7 | Day: 1 |

Addition and subtraction

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 6 | | | 2 | | | 3 | | |
| − | 2 | | + | 6 | | − | 1 | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | 1 | | | 5 | | | 4 | | |
| + | 3 | | − | 4 | | + | 5 | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | 4 | | | 2 | | | 5 | | |
| − | 2 | | + | 4 | | − | 2 | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 7**
**Period: 1**
**Day: 2**
**Topic: Counting (Reinforcement)**

1. **Objectives**: Children will be able to recognize, learn and write counting in sequence with colour code of tens and units.

2. **Function**: Writing.

3. **Material**: Blackboard, workbooks, pencils, eraser, colour, chart of Counting.

---

4. **Procedure**:

Explain to the children to write counting from 1 – 30 with colour code of ten and units.

# Worksheet

Date: ____________________ Day: ________________

Level: Prep
Week: 7

Term: 4
Day: 2

Write numbers from 1-30

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 7**
**Period: 1**
**Day: 3**
**Topic: Shapes (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Recognize flat shapes and write their spelling.
   - Make sets.

2. **Function**: Writing, colouring.

3. **Material**: Black board, work book, pencils, eraser, colours.

---

4. **Procedure**:

- Tell the children to write the name of the given shapes independently.
- Draw all the introduced shapes and then ask spelling of those shapes individually.

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 7**
**Period: 1**
**Day: 4**
**Topic: Time (Reinforcement)**

1. **Objectives**: Children will be able to:
   - Develop understanding of the mechanical movement of time.
   - Associating 'o' clock and half past times with time of the day.

2. **Function:** Writing

3. **Material:** Black board, workbooks, pencils colours, eraser, toy clock.

---

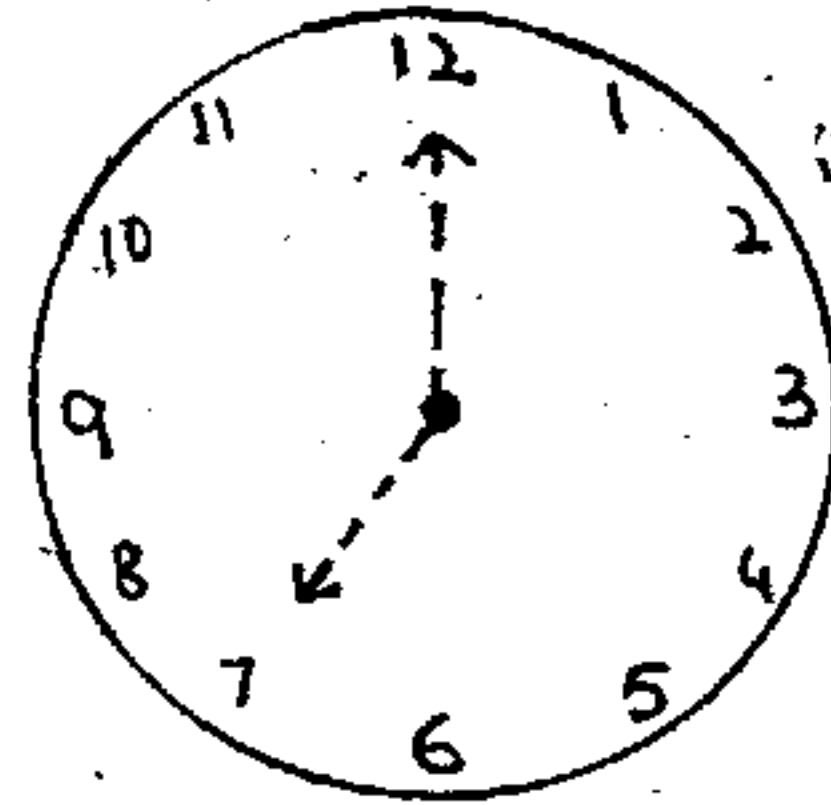
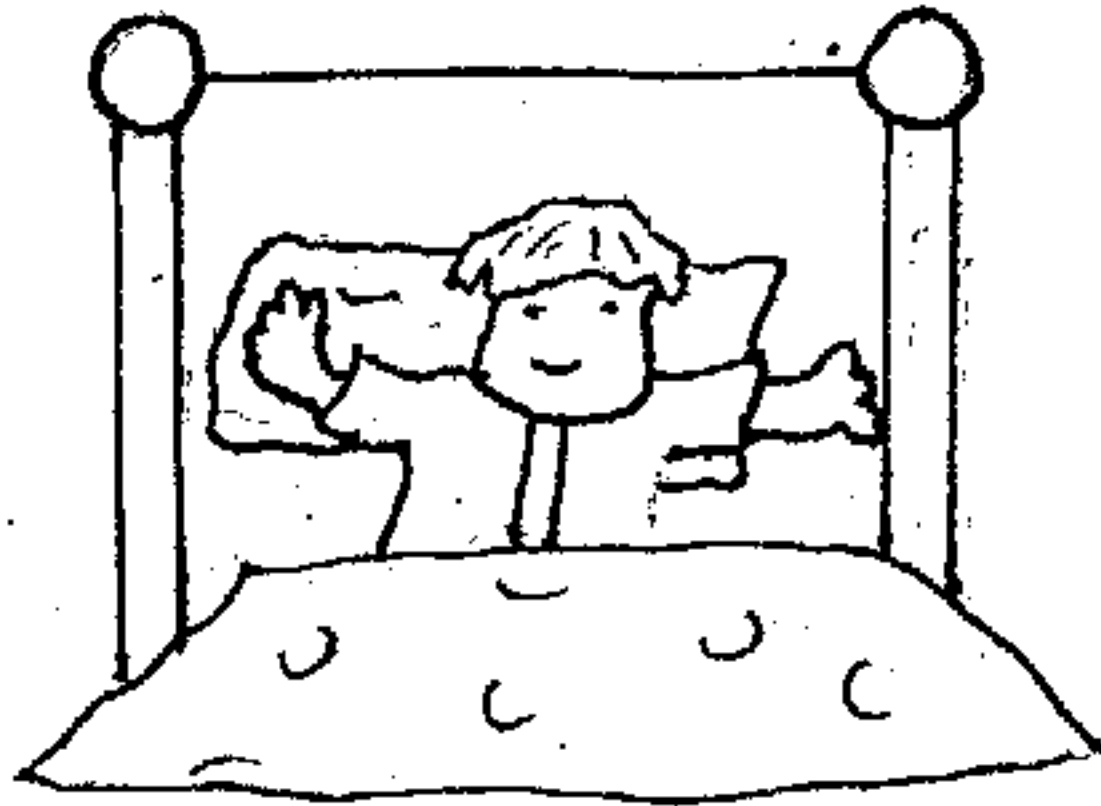
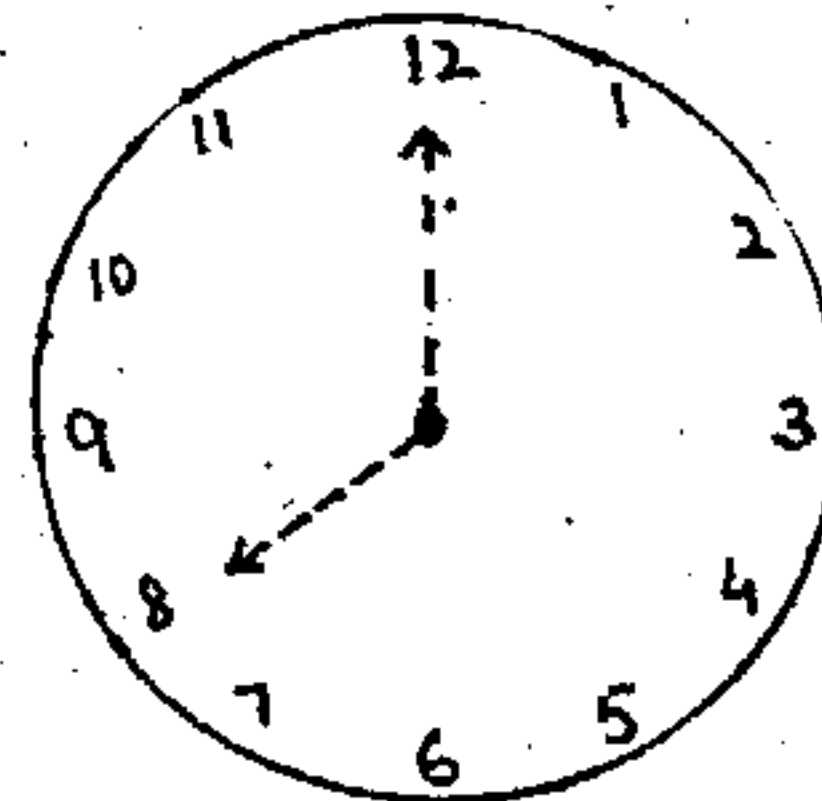
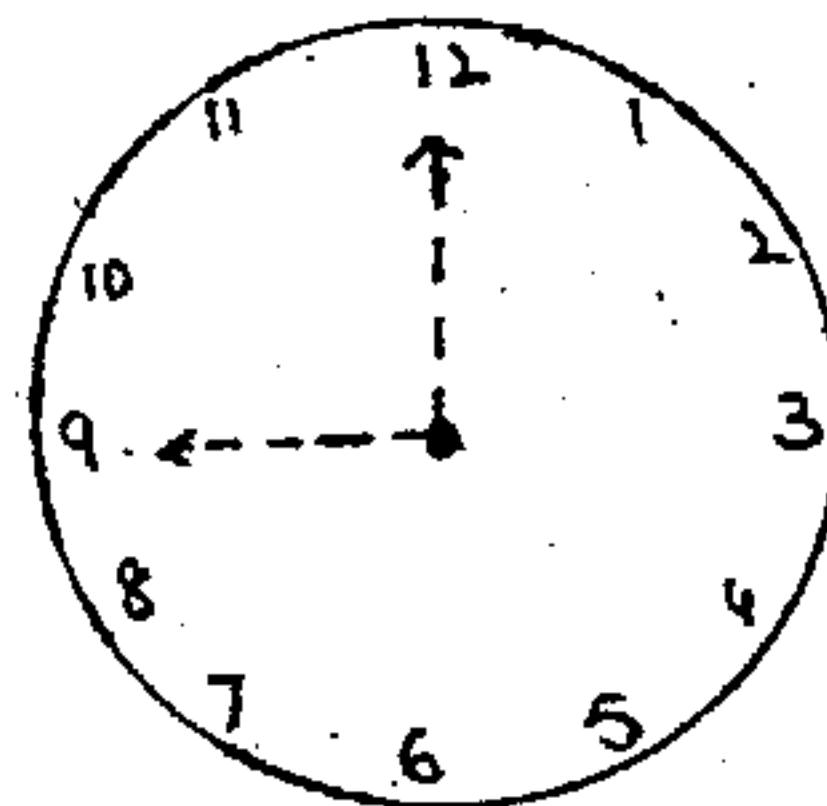
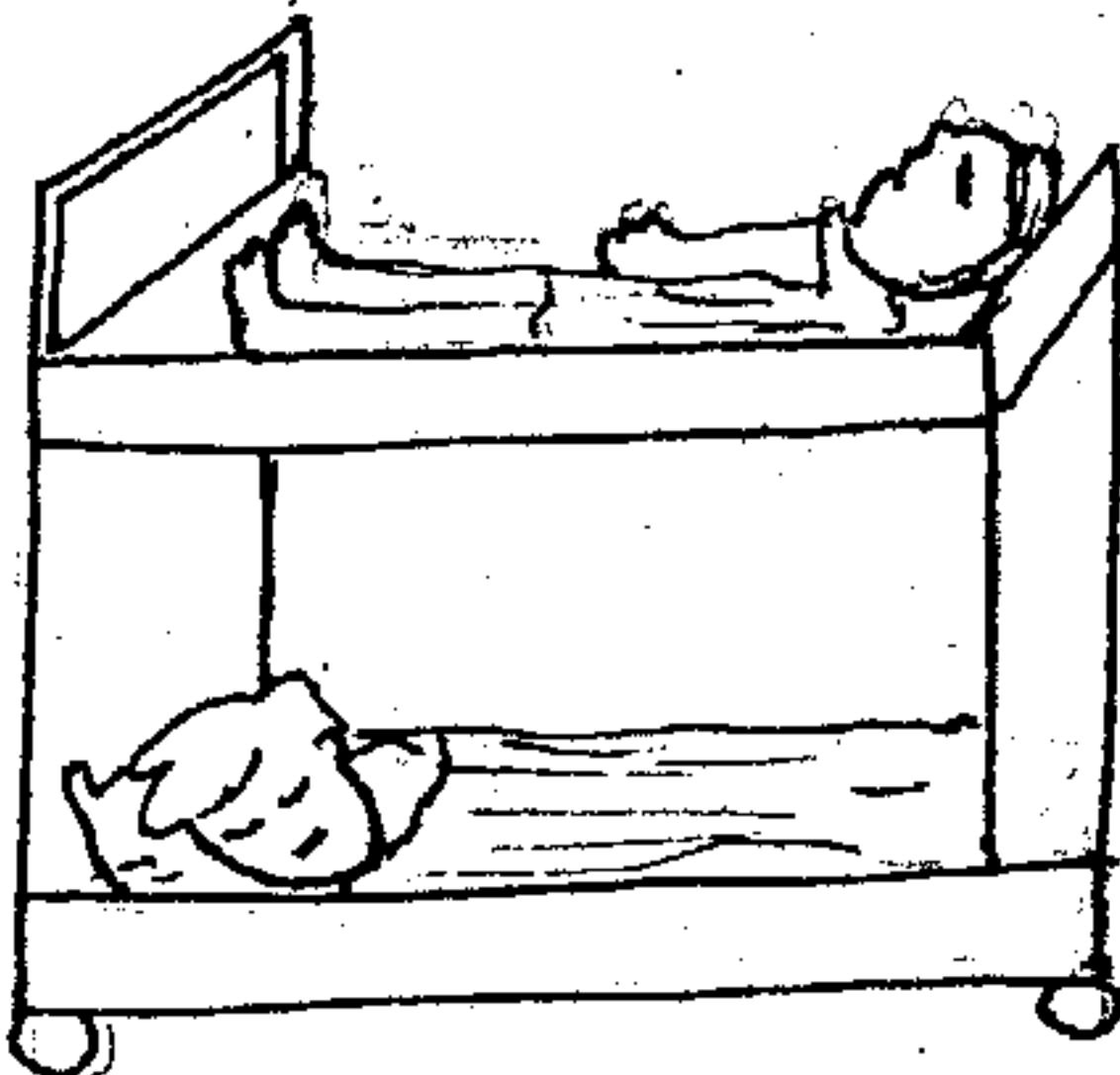
4. **Procedure:**

- Draw the planned task on the board and ask them time on the given clocks.
- Draw clocks with different times and ask time individually.

# Worksheet

Date: ______________ Day: ______________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 7 | Day: 4 |

What is the time

Saad wakes at ☐ o'clock.

We have breakfast at ☐ o'clock.

Our bedtime is ☐ o'clock.

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 7**
**Periods: 2**
**Day: 5**
**Topic: Number in words (Reinforcement)**

1. **Objectives**: Children will be able to write, recognize and learn number in words.

2. **Function**: Writing and colouring.

3. **Material**: Black board, workbooks, pencils, eraser, colour, flash cards of numbers in words and some real objects.

---

4. **Procedure:**

Tell the children that they have to write spellings of the given numbers.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 7 | Day: 5 |

Write numbers in words

22 = ______________________________

16 = ______________________________

78 = ______________________________

19 = ______________________________

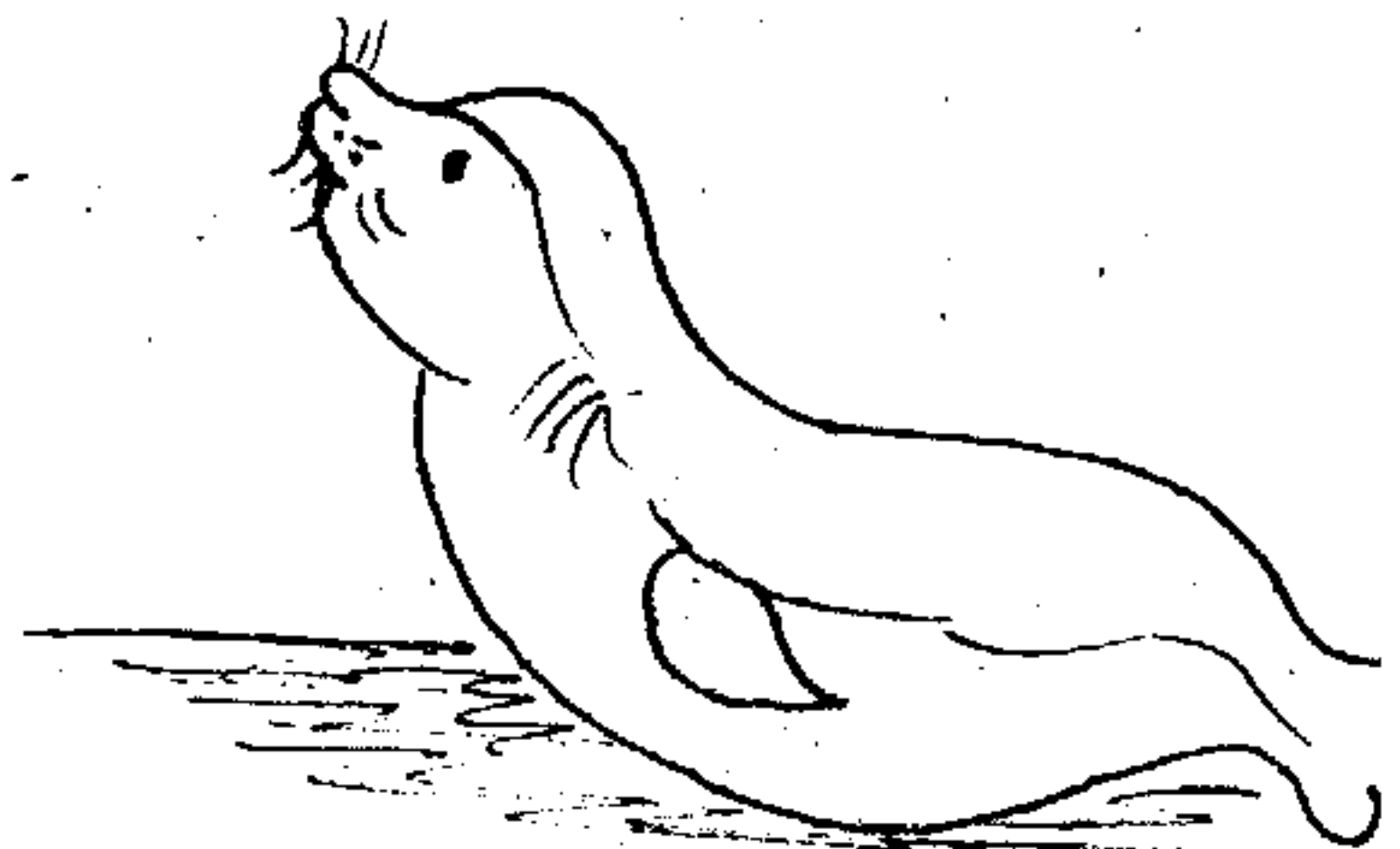
36 = ______________________________

18 = ______________________________

11 = ______________________________

40 = ______________________________

14 = ______________________________

3 = ______________________________

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 7**
**Period: 1**
**Day: 6**
**Topic: Backward counting (Reinforcement)**

1. **Objectives**: Children will be able to count and write number in backward order.

2. **Function**: Writing, oral drills.

3. **Activity:** Singing rhyme 'ten green bottles'.

4. **Material**: Black board, work book, pencils, eraser, colours, chart of backward counting.

---

5. **Procedure:**

- Explain to the children on the board that they have to write back ward counting and will have to do activity related to backward numbers.
- Divide them in groups and let them do independent work.

# Lesson Plan

Level: Prep
Term: 4
Week: 8

| Topic/Concept | Verbal Communication | Written Work | Assessment |
|---|---|---|---|
| All the introduced topics/concepts | Explanation of the worksheets | Worksheets | Assessment week |

# Lesson Plan
# Assessment Week

**Level: Prep**
**Term: 4**
**Week: 8**
**Periods: 2**
**Day: 1**
**Topic: Counting, shapes, and fraction**

1. **Objectives**: Children will be able to reproduce the learnt independently.

2. **Function**: Writing, colouring.

3. **Material**: Black board, worksheets, pencils, colours, eraser.

---

4. **Procedure**:

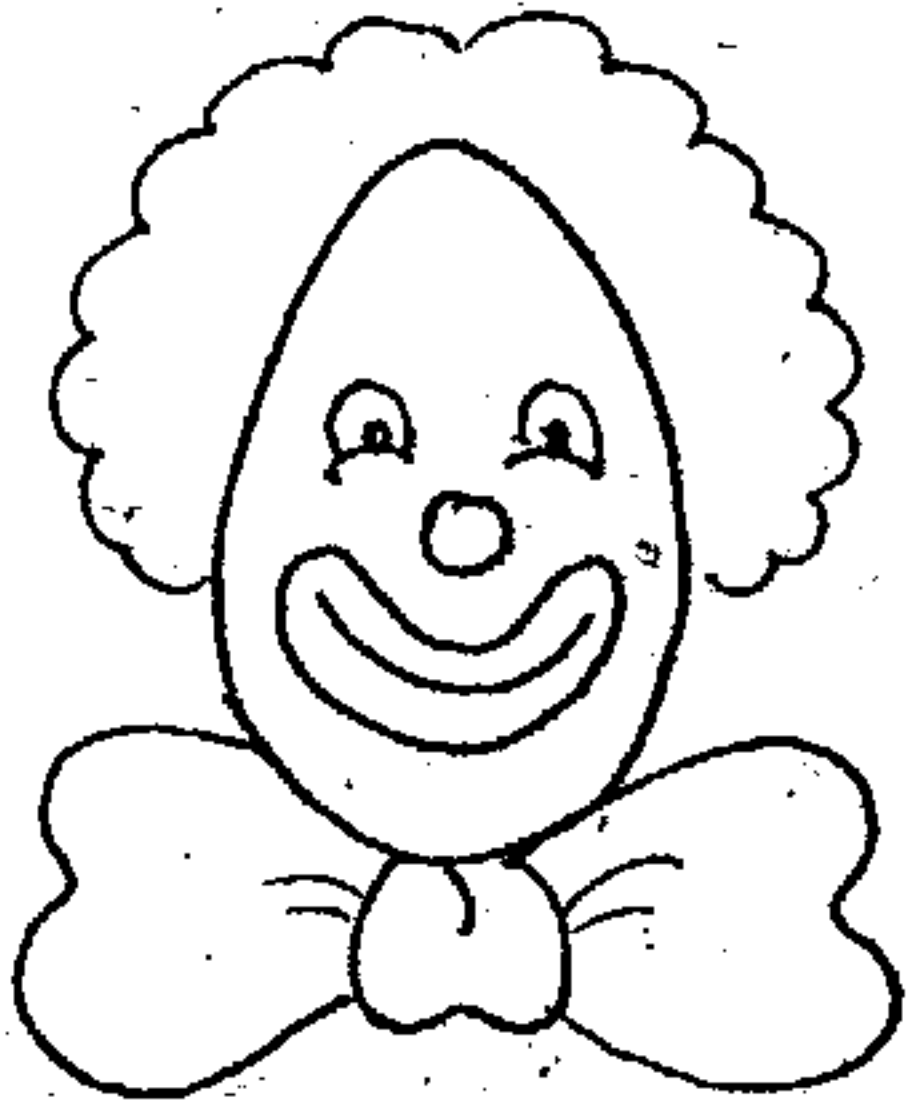
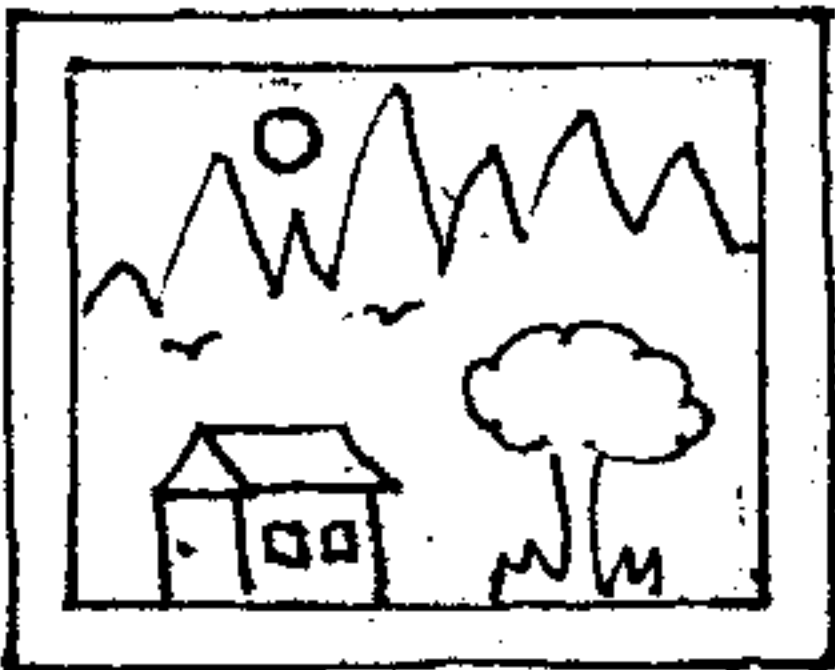
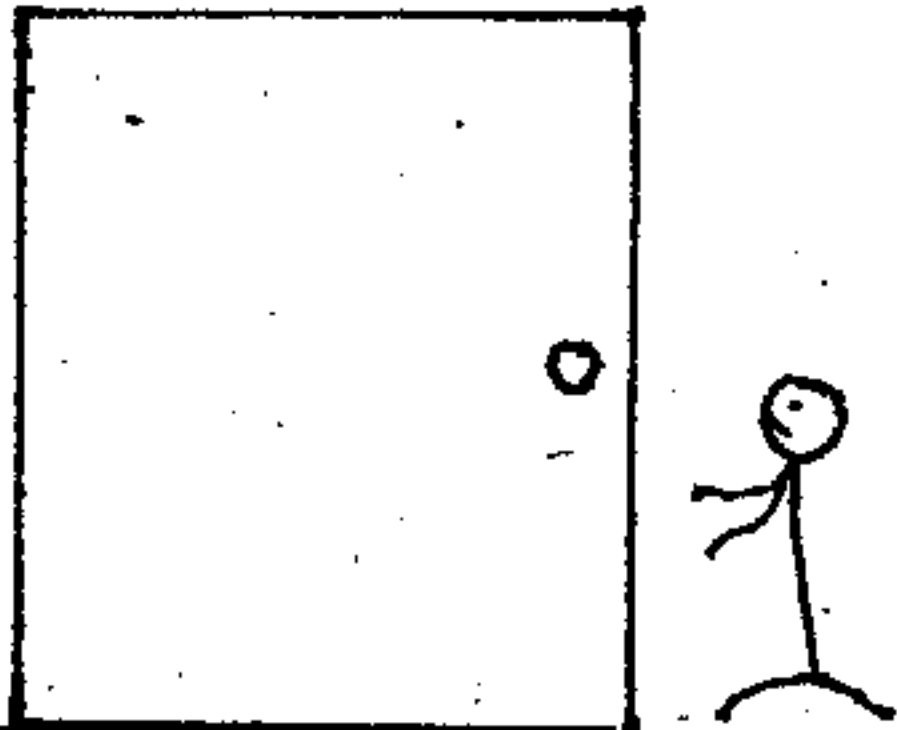
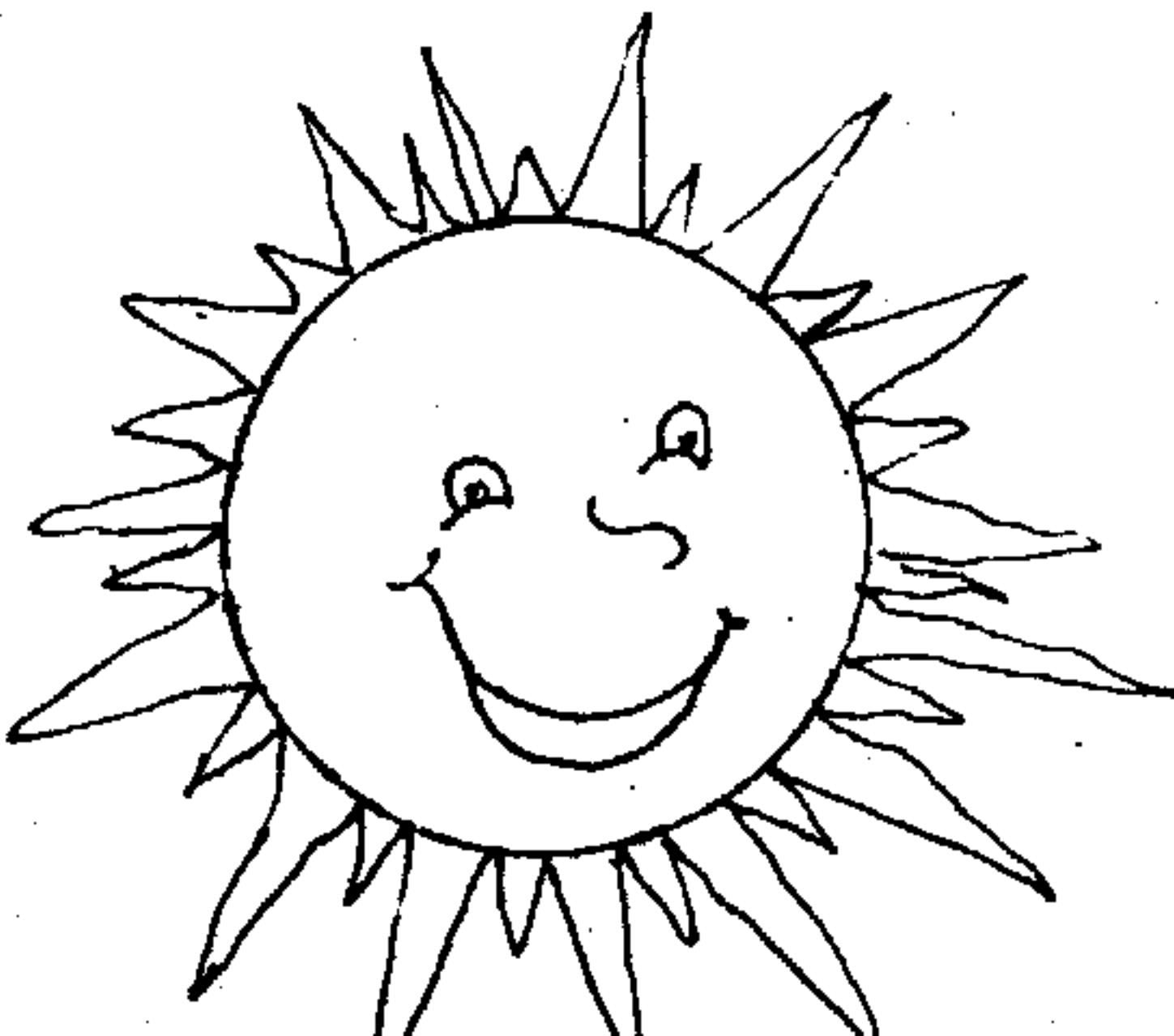
Explain the assessment sheets with clear instructions on the board.

Assessment sheet

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 8 | Day: 1 |

What is my name?

______________________

______________________

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______________________

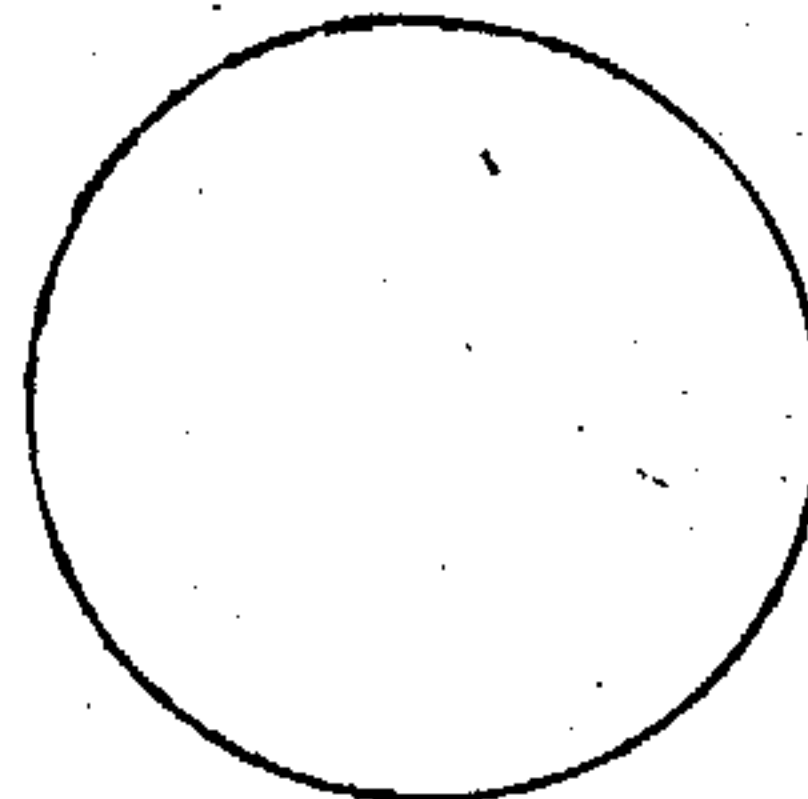
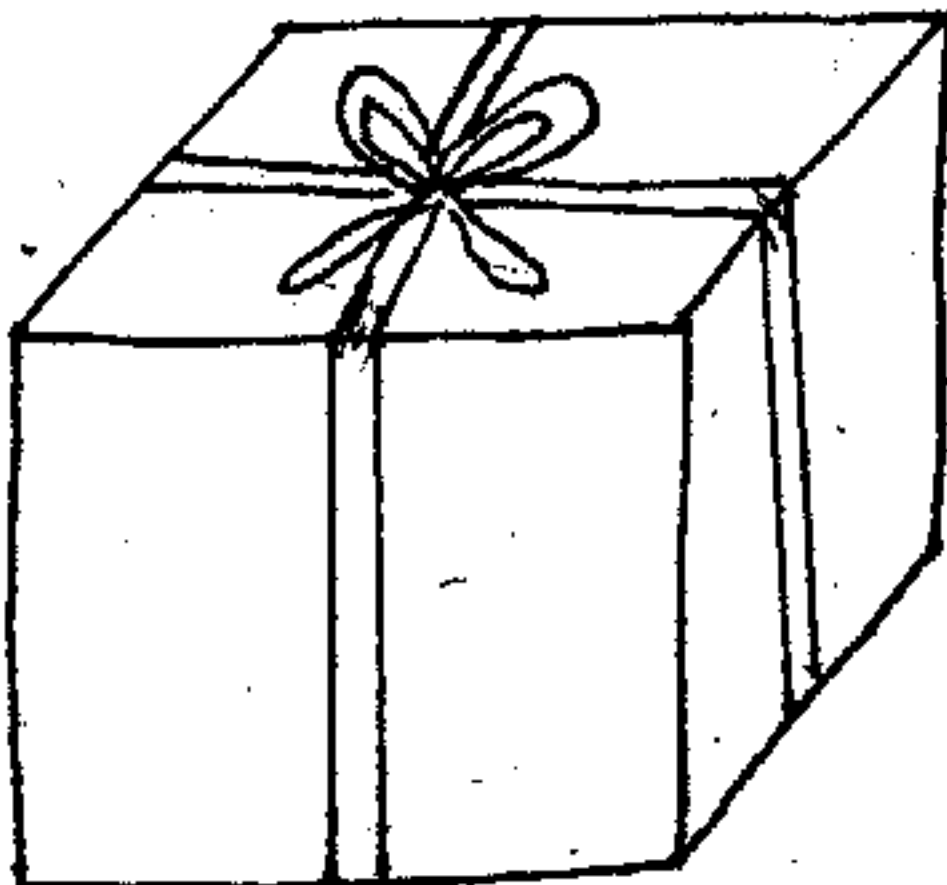
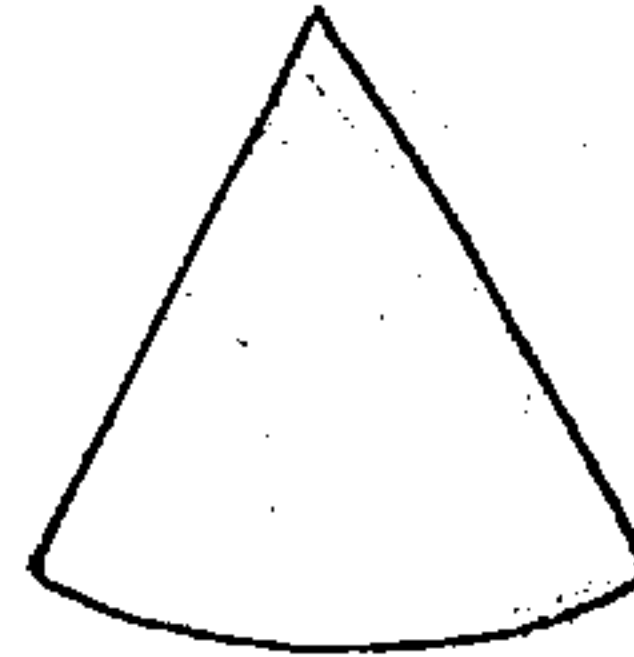
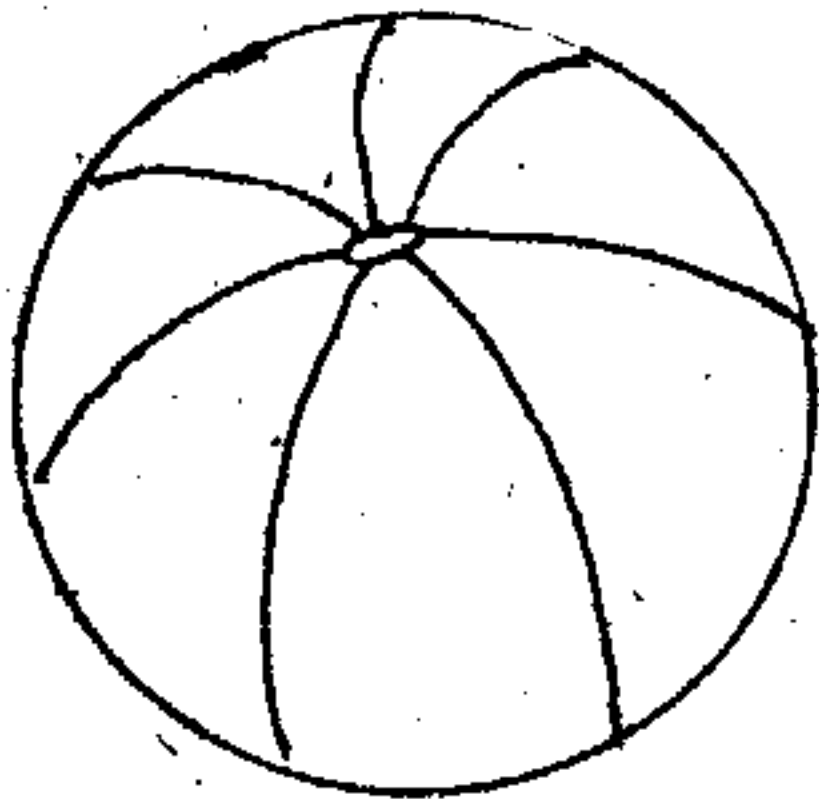
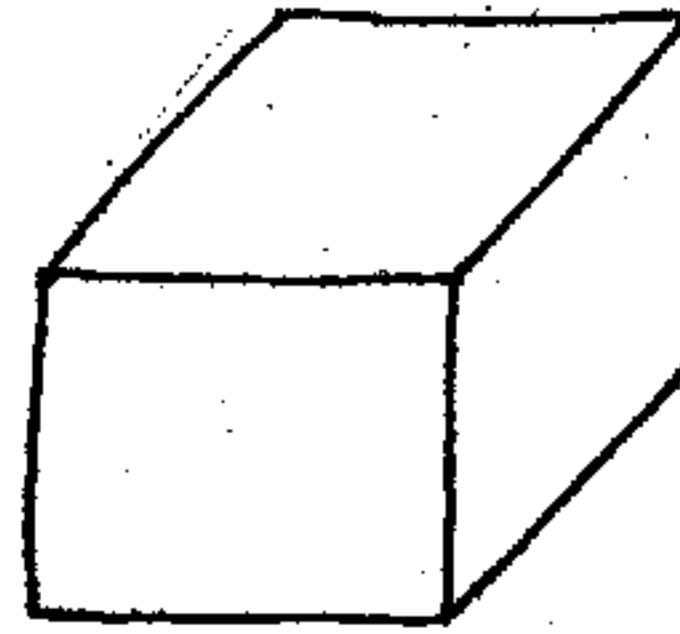
______________________

Assessment sheet

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 8 | Day: 1 |

Match

Assessment sheet

# Worksheet

**Date:** ______________ **Day:** ______________

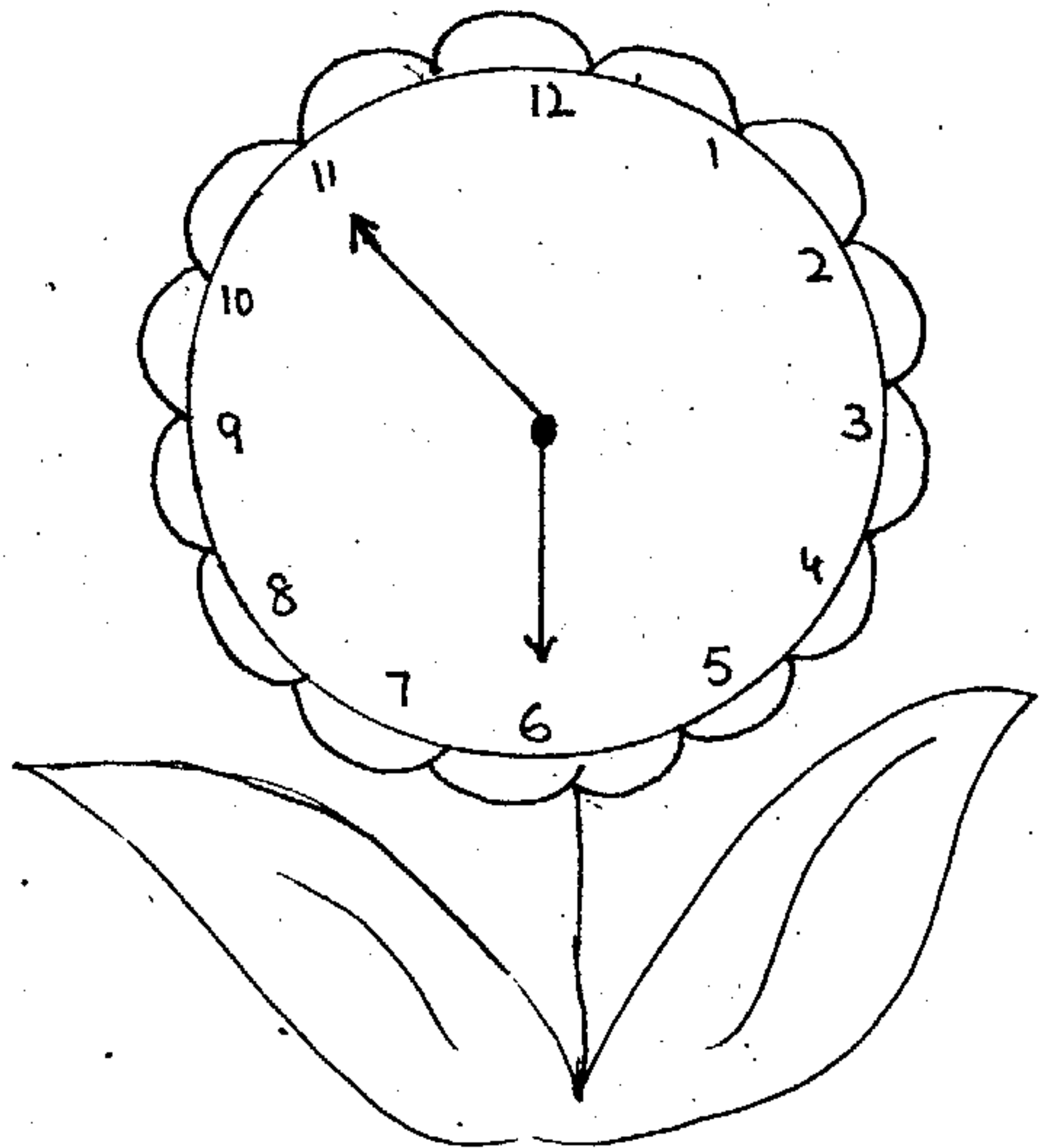
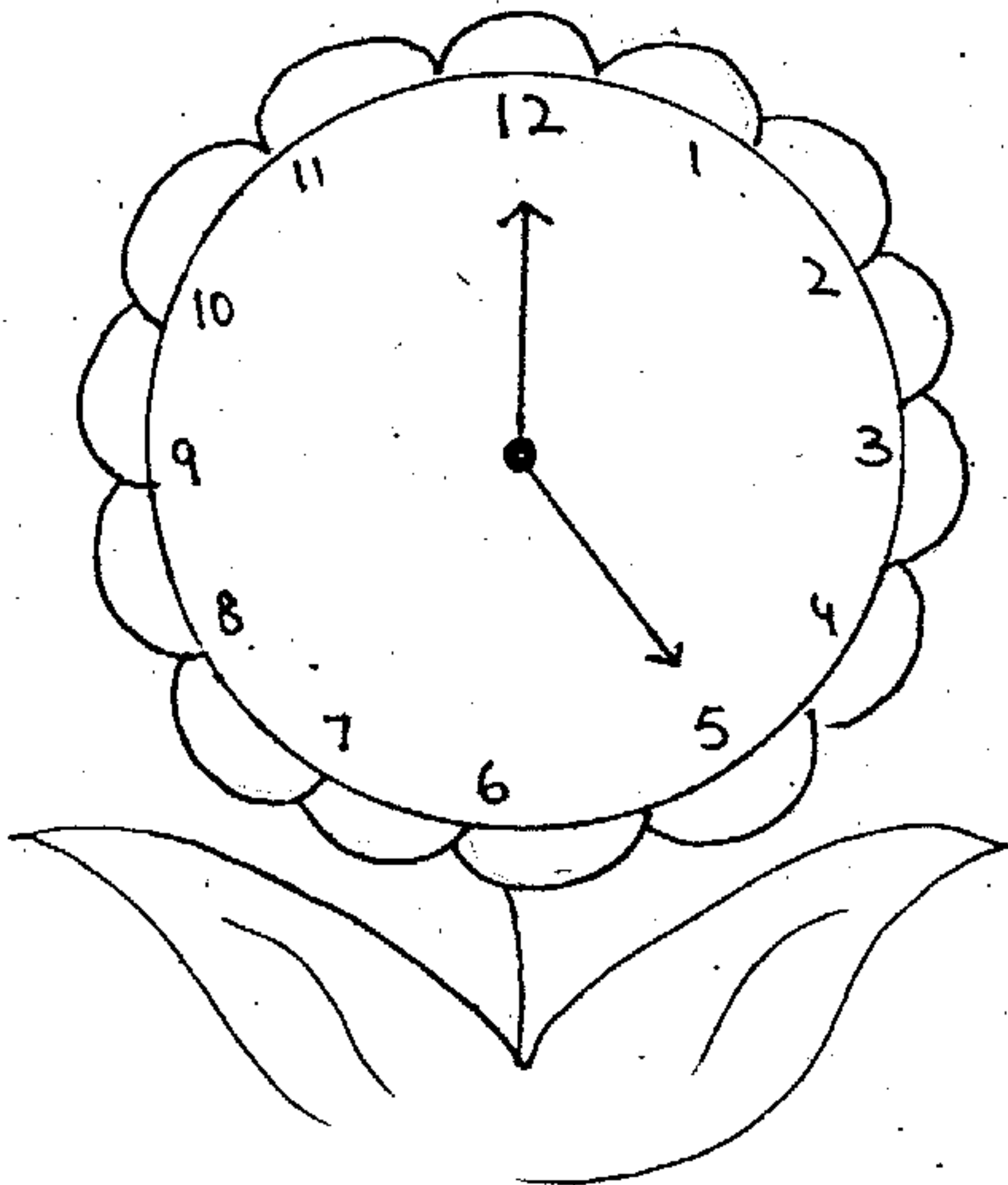
| **Level:** Prep | **Term:** 4 |
|---|---|
| **Week:** 8 | **Day:** 2 |

Write the missing numbers

75 ___ 77 ___ ___ ___ ___ ___ ___ ___ 85

___ 21 ___ ___ ___ ___ ___ ___ ___ ___ 30

Tell the time

______________ ______________

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 8 | Day: 1 |

Draw and colour

whole

half

quarter

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 8**
**Period: 1**
**Day: 2**
**Topic: Missing numbers, time**

1. **Objectives**: Children will be able to reproduce the grasped knowledge independently.

2. **Function**: Writing, colouring.

3. **Material**: Black board, worksheets, pencils, colours, eraser.

---

4. **Procedure**:

Explain the task that write the missing numbers and tell the time.

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 8**
**Period: 1**
**Day: 3**
**Topic: Backward counting**

1. **Objectives**: Children will be able to produce the given knowledge of backward counting independently.

2. **Function**: Writing, colouring.

3. **Material**: Black bard, worksheets, pencils, colours, eraser.

---

5. **Procedure**:

Explain on the board that the they have to write backward counting from 20 – 1

# Worksheet

Date: ____________________ Day: ________________

Level: Prep Term: 4
Week: 8 Day: 3

Write backward numbers 20-1

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 8**
**Period: 1**
**Day: 4**
**Topic: Number in words**

1. **Objectives**: Children will be able to produce the learnt number in words.
2. **Function**: Writing, colouring.
3. **Material**: Black board, worksheets, pencils, colours, eraser.

---

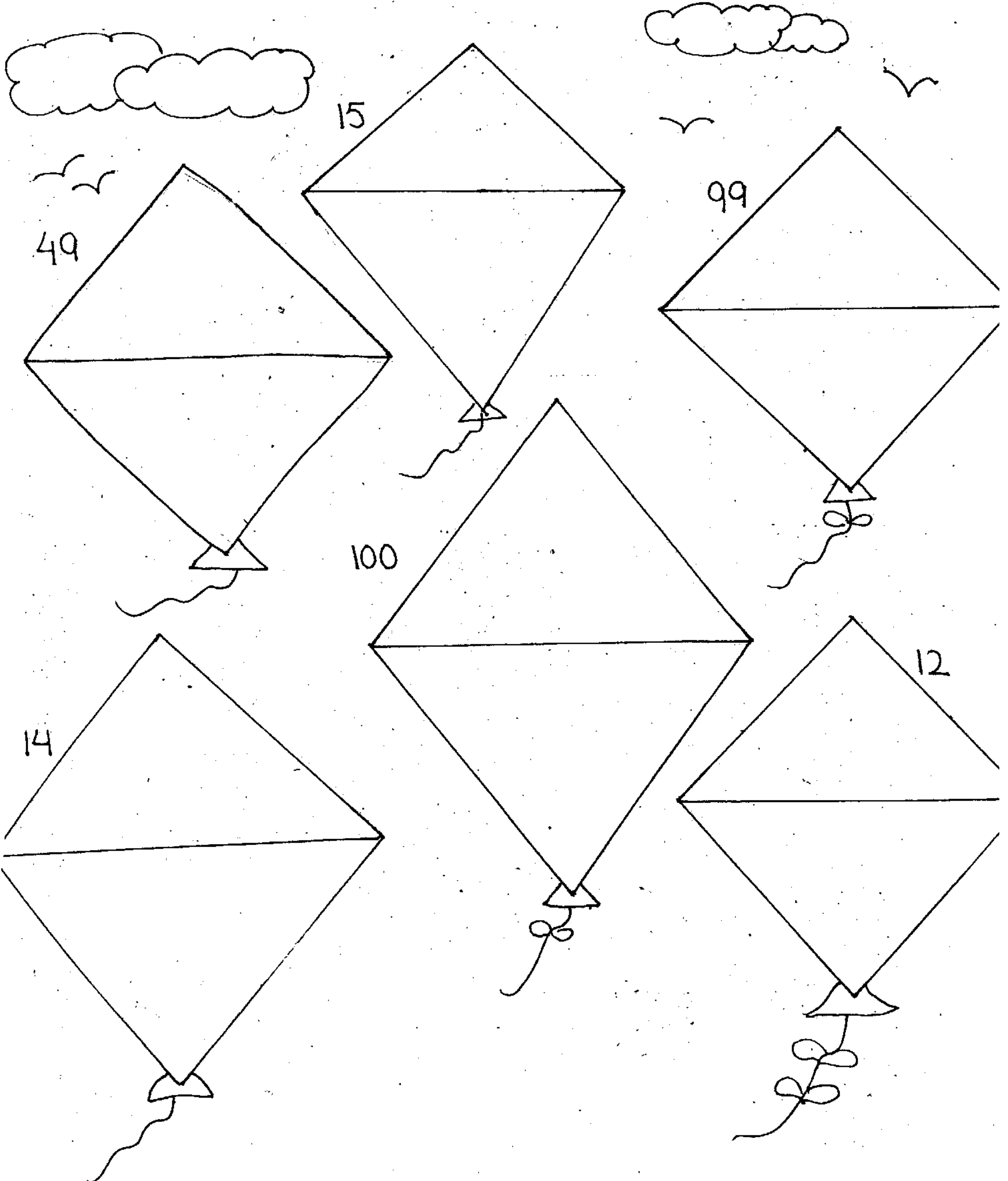
4. **Procedure**:

Explain that they have to write given numbers in words.

# Worksheet

Date: ________________ Day: ______________

| Level: Prep | Term: 4 |
|---|---|
| Week: 8 | Day: 4 |

Write numbers in words

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 8**
**Periods: 2**
**Day: 5**
**Topic: Addition, Subtraction, odd and even numbers**

. **Objectives**: Children will be able to produce the given knowledge about addition, subtraction, odd and even numbers.

2. **Function**: Writing, colouring.

3. **Material**: Black board, worksheets, pencils, colours, eraser.

4. **Procedure**:

Explain all the three worksheets on the board that they have to solve the addition and subtraction sums and have to write odd/even numbers.

# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
|---|---|
| Week: 8 | Day: 5 |

Addition and subtraction

$$\begin{array}{r} 6 \\ -\ 4 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +\ 3 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -\ 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +\ 2 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ -\ 3 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 5 \\ \hline \\ \hline \end{array}$$

# Lesson Plan

**Level: Prep**
**Term: 4**
**Week: 8**
**Period: 1**
**Day: 6**
**Topic: Concept of heavy/light, what comes after/before/between**

1. **Objectives**: Children will be able to produce the gained knowledge about heavy/light and number after/before/between.

2. **Function**: Writing, colouring.

3. **Material**: Black board, worksheets, pencils, colours, eraser.

---

4. **Procedure**:

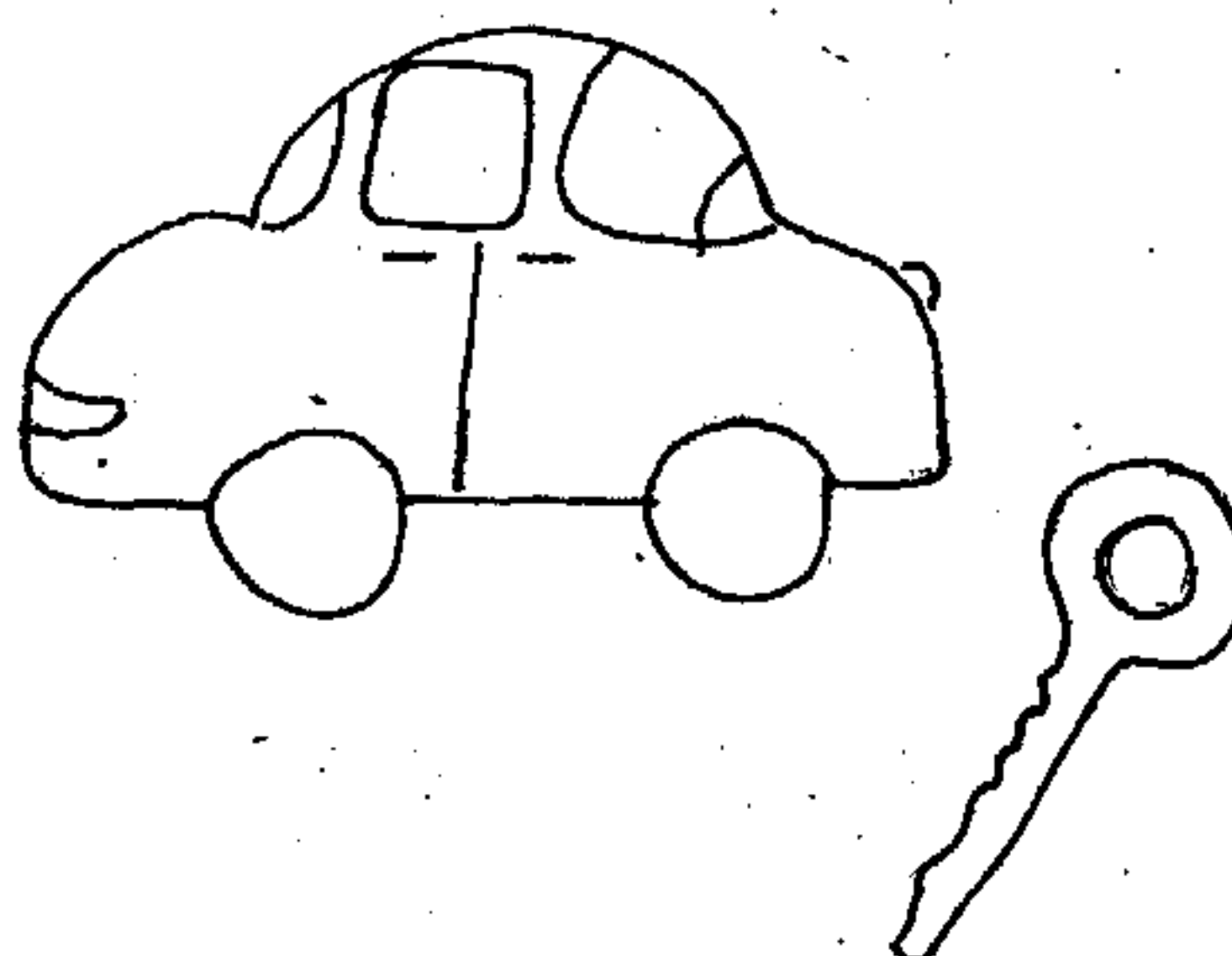
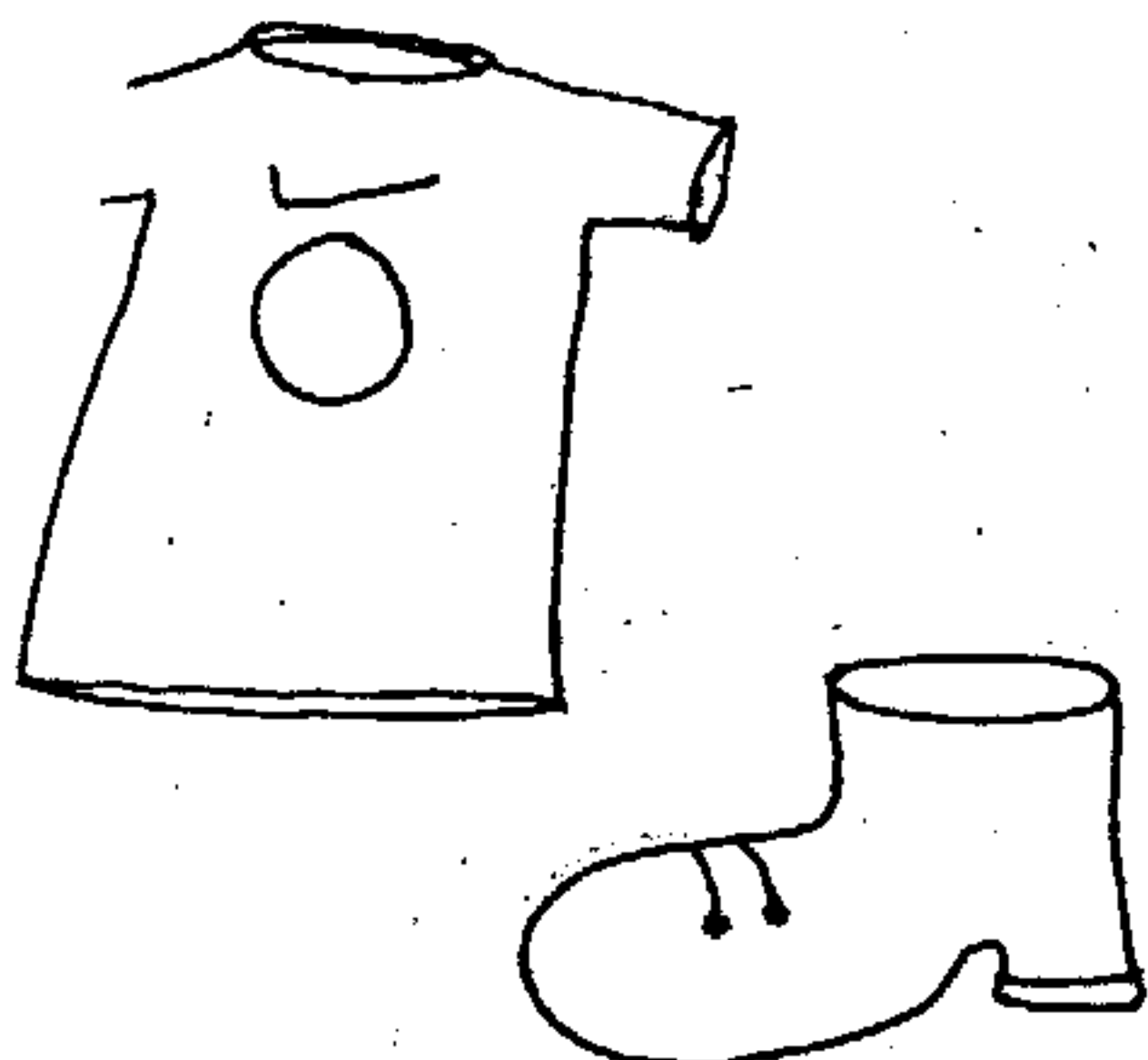
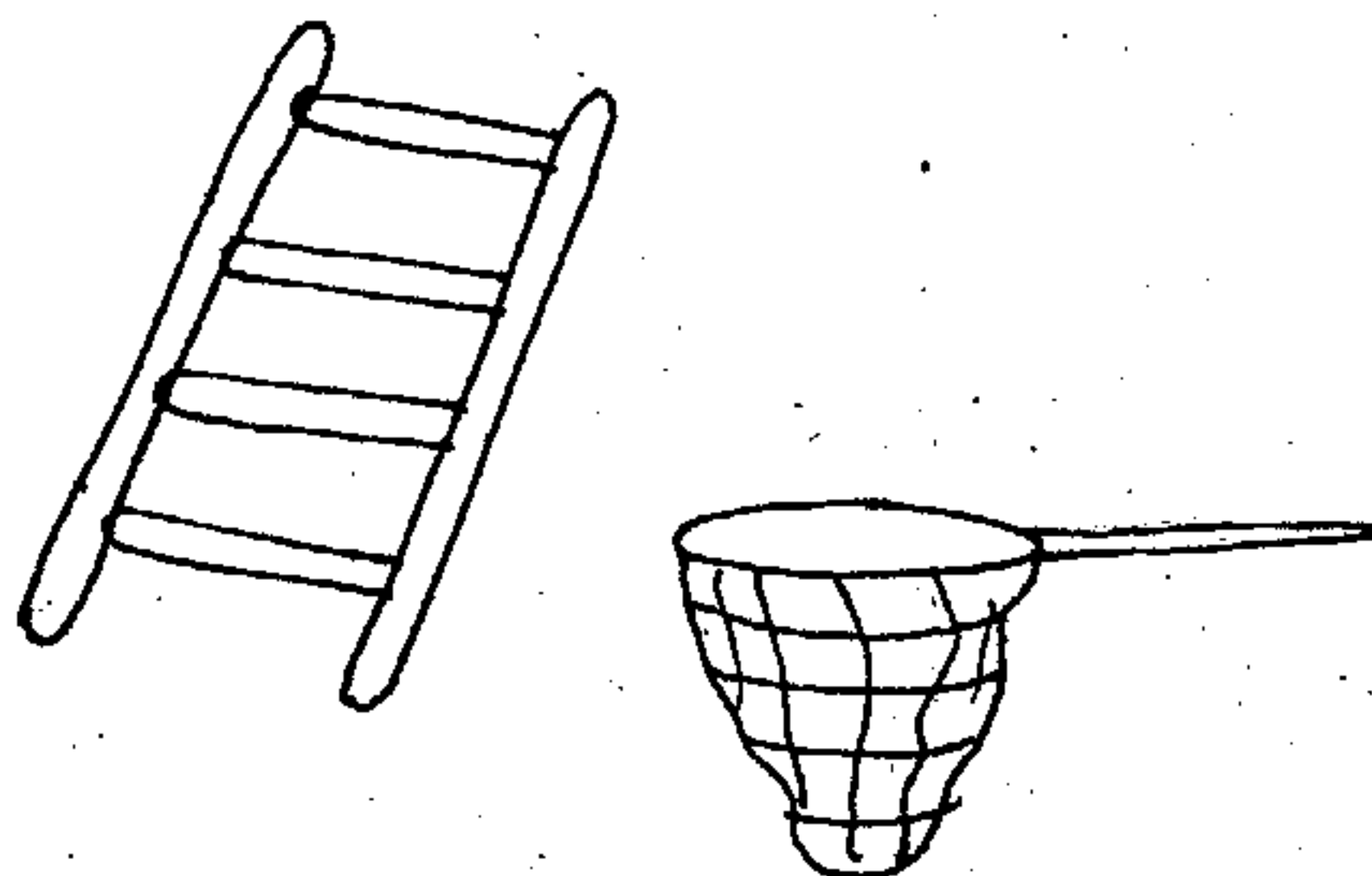
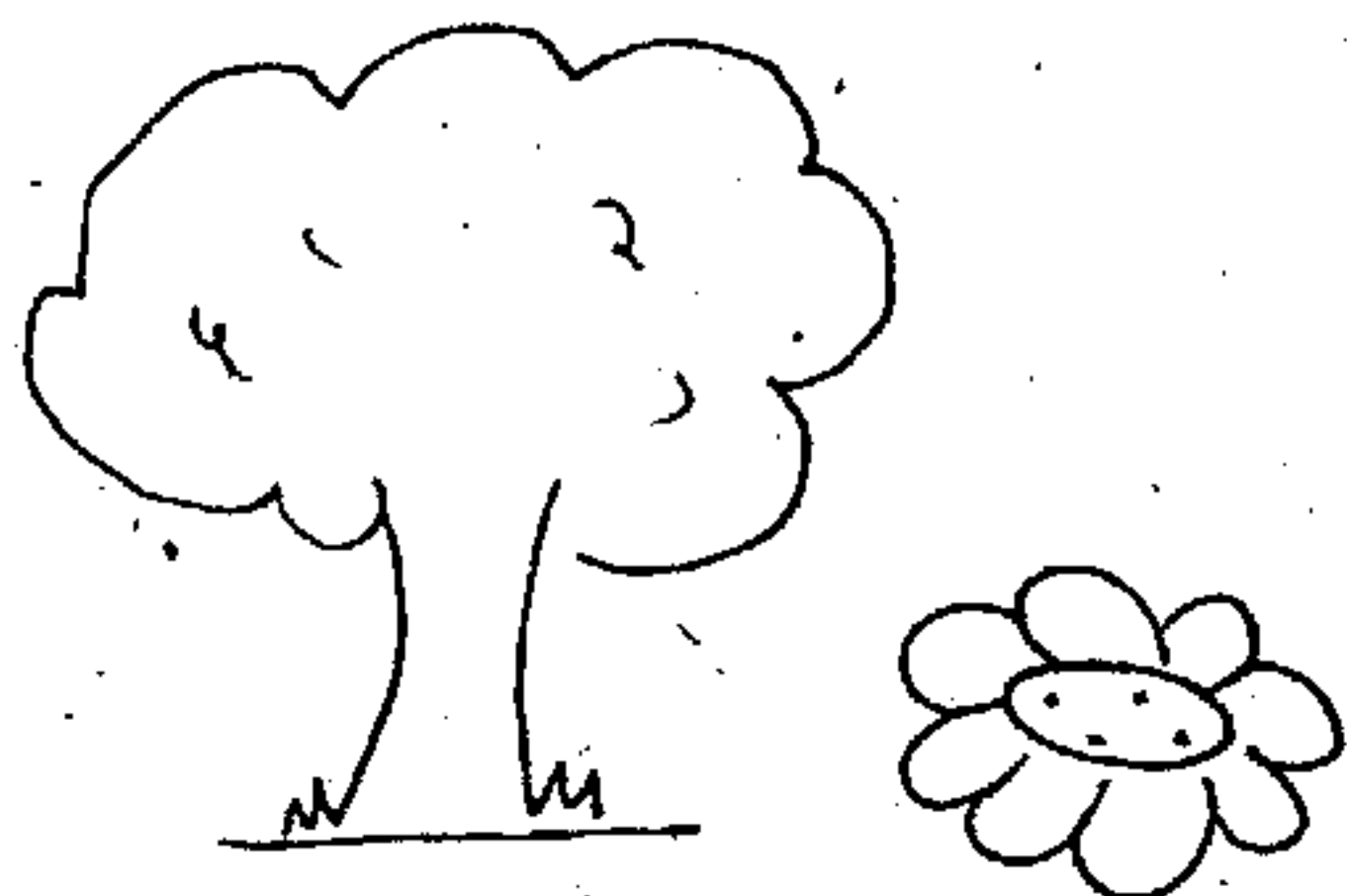
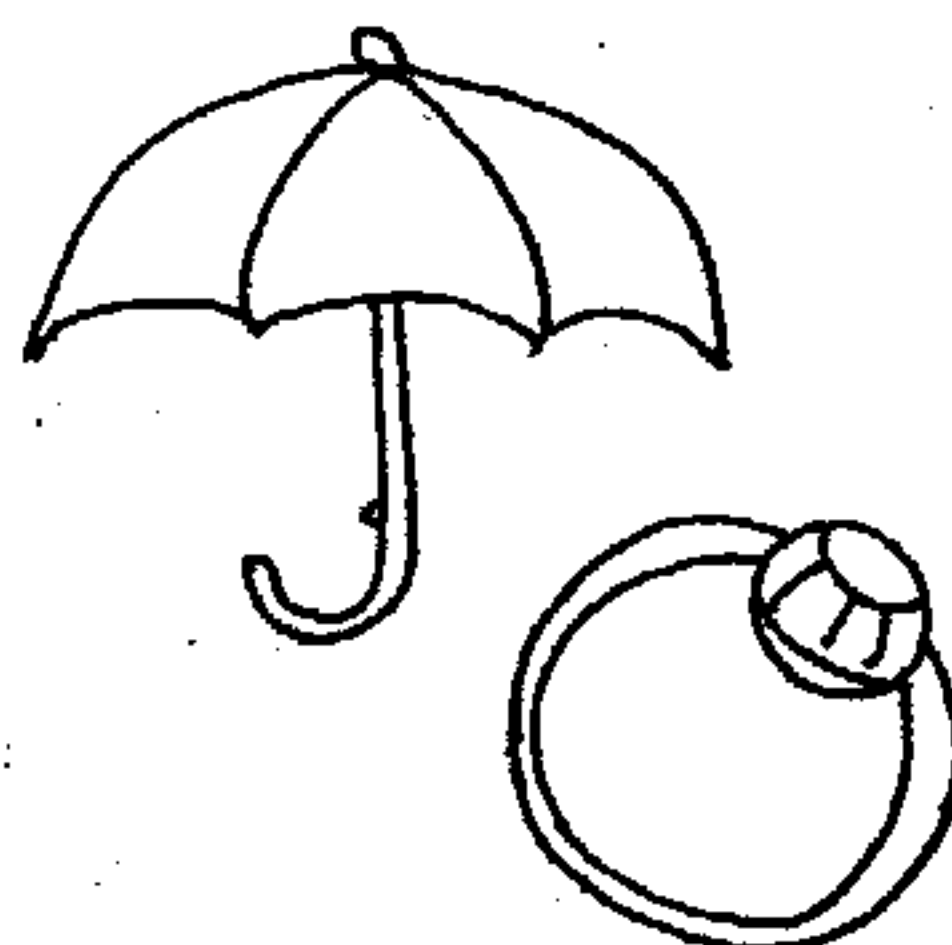
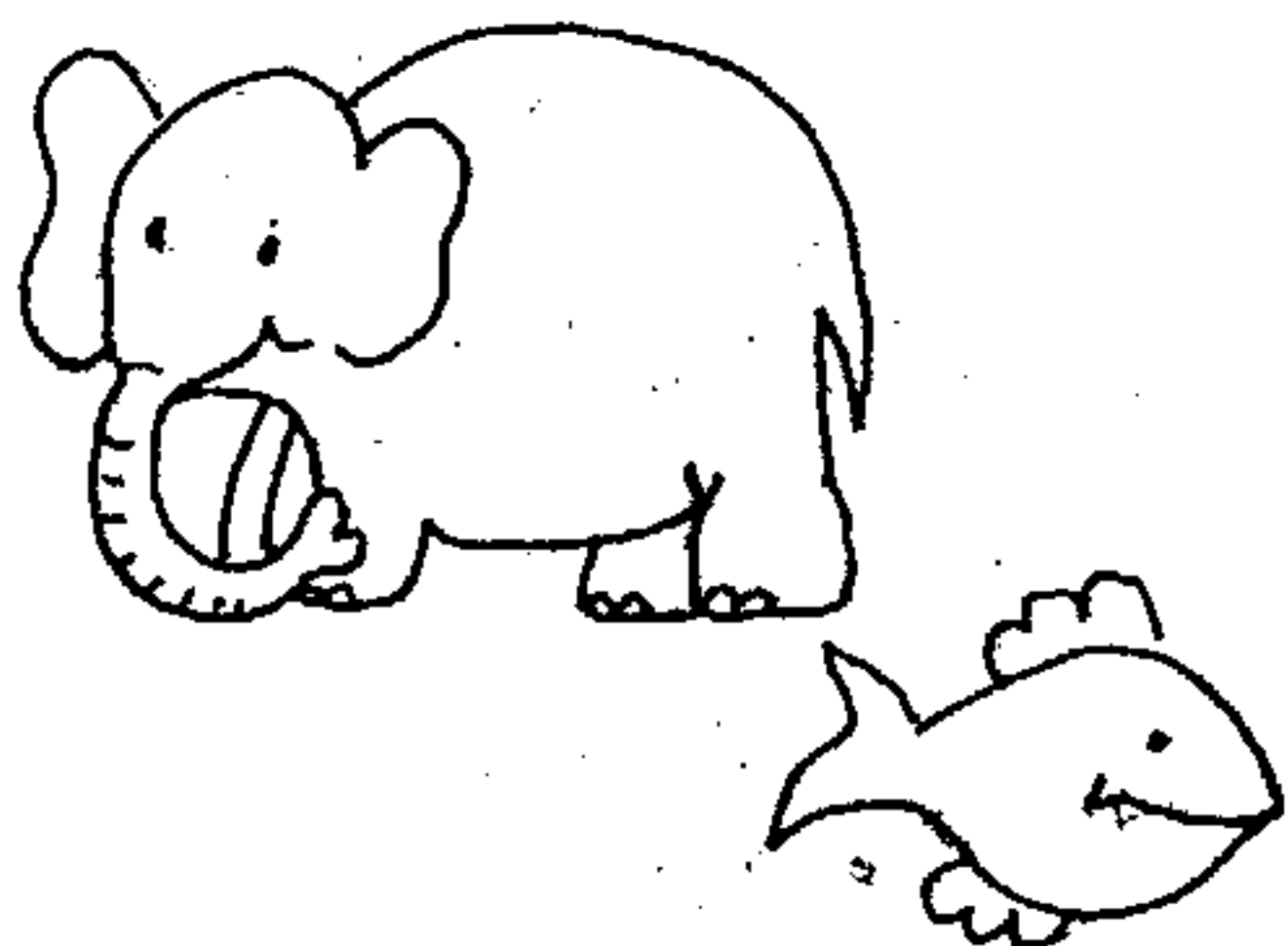
Explain that they have to colour the heavy things red and light ones blue and also have to write numbers before/after/between

Assessment sheet

# Worksheet

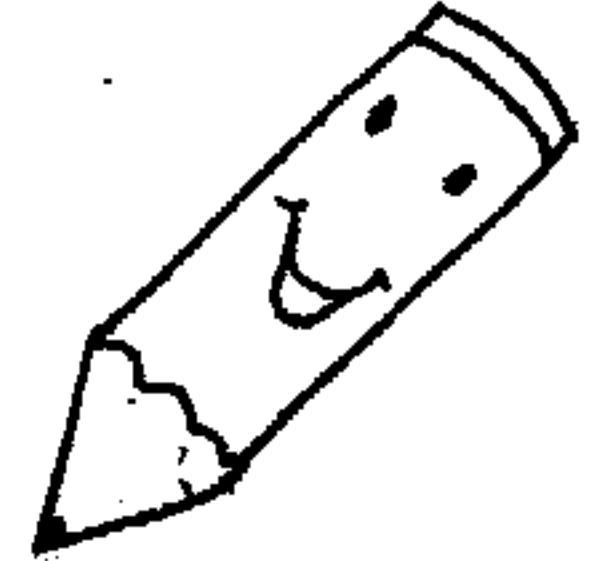
Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
| --- | --- |
| Week: 8 | Day: 6 |

Colour the heavy ones red and light ones blue.

# Assessment sheet
# Worksheet

Date: ____________________ Day: ________________

| Level: Prep | Term: 4 |
|---|---|
| Week: 8 | Day: 6 |

What comes

| before | between | after |
|---|---|---|
| 29 | ____ | 31 |
| ____ | 46 | ____ |
| 61 | ____ | 63 |
| 77 | ____ | 79 |
| 18 | ____ | 20 |
| ____ | 14 | ____ |